COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES
CURRICULUM APPROVAL FORM

UNDERGRADUATE COURSES

THIS FORM MUST ACCOMPANY ALL SUBMISSIONS TO THE BCS CURRICULUM COMMITTEE

Prefix and Number  SOW 4510
Course Title  Integrative Seminar

Proposed Effect Term (e.g., Fall 2010)  Fall 2012
Faculty Proposer  Lisa Rapp-Pagliacca
Email  rapp@usf.edu
Phone  874-1809

Department Mail Code  MHC 1400

This Course is being proposed as:

- [ ] New
- [X] Changed  (Change from 3 credits to 9 credits)
- [ ] Terminated

This form must be accompanied by:

1. The Course Syllabus (See Instructions on College Website)
2. Copy of the Online Undergraduate New/Changed Course Proposal Form
   To print a copy of the submitted online form, go to the View Course Proposals Page at http://www.ugs.usf.edu/ugc/Proposals/view.cfm

<table>
<thead>
<tr>
<th>APPROVALS</th>
<th>Name</th>
<th>Signature</th>
<th>Approve</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. Chair</td>
<td>Biemi Yasalis</td>
<td>Biemi Yasalis</td>
<td>V</td>
<td>2/9/12</td>
</tr>
<tr>
<td>Dept. Curriculum Committee Chair</td>
<td>Lisa Rapp-Pagliacca</td>
<td>Lisa Rapp-Pagliacca</td>
<td>V</td>
<td>2/10/12</td>
</tr>
<tr>
<td>BCS Curriculum Committee Chair</td>
<td>Larry E. Thompson</td>
<td>Larry E. Thompson</td>
<td>V</td>
<td>2/15/12</td>
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<tr>
<td>BCS Dean’s Office</td>
<td>Catherine Betsch</td>
<td>Catherine Betsch</td>
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</table>
University of South Florida  
College of Behavioral and Community Sciences  
School of Social Work  

Integrative Seminar  
SOW 4510- 9 credits  
Syllabus

Instructor:  
Phone:  
Classroom:  

Office Location:  
Email:  
Class Hours:  

NATURE OF COURSE
The field seminar course is designed to offer a structured environment in which to integrate academic course work with the field placement. The course complements the field placement by delivering and integrating the knowledge, skills, and values necessary for beginning generalist practice. The structure and assignments facilitate the synthesis of theory, research, policy, and practice plus encourage exploration of the profession’s ethics as they relate to actual social work practice. The student is encouraged to attend to and develop professional roles, boundaries, and professional demeanor through the completion of assignments, class discussion, and the field practicum. Finally, the student is guided toward independent, life-long learning and growth as they prepare for social work employment or graduate school.

RATIONALE
The course is the only field practicum seminar in the BSW program and thus entails a 6 credit hour practicum with a 3 credit hour seminar. It will assist students to develop professionally by supporting their learning from their field placement. Pre-requisites are SOW 3101, 3102, 3210, 3303, 3401, 4233, 4341 and 4343.

THEORETICAL PERSPECTIVE
The graduate and undergraduate programs of the USF School of Social Work provide a progressive identification with the knowledge, values, ethics, and skills of social work practice. The unifying themes and theoretical underpinnings of USF’s social work curricula are found in both explanatory theories (e.g., ecosystems theory) and change theories (e.g., psychodynamic and cognitive behavioral theories), operationalized through the perspectives of empowerment, strengths, capacity building, and evidence-based social work practice.

Ecosystems theory reflects the social work value of enhancing human system functioning and focuses on biological, psychological, emotional, cultural, and social environments holistically. The strengths perspective emphasizes viewing the range of human differences as normal and acceptable, as opposed to making judgments about peoples’ personal characteristics, race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, national origin, and level of social and emotional functioning. The empowerment perspective supports resourcefulness and the development of skills to remove social barriers for individuals, groups, and communities. The capacity building perspective reinforces the social work
profession’s mandate to serve the most vulnerable of society, to enhance the caring capacity of society to end discriminatory practices, and to develop and expand resources to those in need. 

Evidence-based practice entails the conscientious and judicious use of current best practice in decision-making about interventions at all system levels, integrating relevant scientific information with informed professional judgment and the personal preferences and cultural backgrounds of service consumers in order to practice effectively and ethically.

COURSE OBJECTIVES
After the completion of this course the student will:

1. Advocate for client access to the services of social work; 
   Measurements: Mid and Final Field Evaluation; Integrative paper

2. Attend to professional roles and boundaries; 
   Measurements: Mid and Final Field Evaluation

3. Demonstrate professional demeanor in behavior, appearance, and communication; 
   Measurements: Mid and Final Field Evaluation; Practice setting analysis

4. Use supervision and consultation; 
   Measurements: Mid and Final Field Evaluation

5. Tolerate ambiguity in resolving ethical conflicts; 
   Measurements: Mid and Final Field Evaluation; Ethical issue analysis

6. Apply strategies of ethical reasoning to arrive at principled decisions; 
   Measurements: Mid and Final Field Evaluation; Ethical issue analysis

7. Use research evidence to inform practice; 
   Measurements: Integrative paper; Practice setting analysis; Mid and Final Field Evaluation

8. Collect, organize, and interpret client data; 
   Measurements: Mid and Final Field Evaluation; Integrative paper

9. Develop mutually agreed-upon intervention goals and objectives; 
   Measurements: Mid and Final Field Evaluation; Integrative paper

10. Select appropriate intervention strategies; 
    Measurements: Mid and Final Field Evaluation; Integrative paper

11. Implement prevention interventions that enhance client capacities; 
    Measurements: Mid and Final Field Evaluation, Integrative paper

12. Help clients resolve problems; 
    Measurements: Mid and Final Field Evaluation
13. Negotiate, mediate, and advocate for clients;
   Measurements: Mid and Final Field Evaluation

14. Facilitate transitions and endings;
   Measurements: Mid and Final Field Evaluation

15. Substantively and affectively prepare for action with individuals, families, groups,
    organizations, and communities;
    Measurements: Mid and Final Evaluation

METHODS OF INSTRUCTION
The Instructor will utilize a variety of methods to enhance student learning, such as: lectures,
videos, guest speakers, and practice exercises. Students will also engage in discussions, small
group activities, presentations, and role-plays. It is expected that students will come prepared to
actively participate in the class.

Professional and Behavioral Accountability in the Classroom
It is important that students learn to manage the multiple demands of field and seminar. Chronic
tardiness in the field placement is considered unprofessional and can result in an unsatisfactory
performance evaluation when tardiness affects the student’s ability to take advantage of field
learning opportunities. Additionally, students are expected to contact their field instructor
and/or professor as soon as possible to notify of impending lateness or an unscheduled absence
from class or field. Providing notice to the instructor when assignments will be turned in late is
also expected. This should be done as a professional courtesy, not to prevent the point deduction
for late assignments.

Professional behavior is expected of all students both in field and in the classroom. Professional
behavior in the classroom includes but not limited to the following:

1) Maintaining Confidentiality
   Information shared in class about agencies and clients is considered to be covered by the NASW
   Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware
   that information is shared in class for this purpose. However, discussions outside of class with
   individuals outside of the seminar or with other members of the seminar regarding information
   shared in class about clients, supervisors, or agencies is considered a breach of confidentiality.
   Breach of confidentiality is grounds for removal from field.

2) Following Proper Channels for Communication and Conflict Resolution
   One of the most important aspects of becoming a professional is the understanding of the use of
   supervision. The use of supervision includes, among other things, identifying areas for growth and
   the understanding of the process for communication regarding concerns. Students are expected to
   use identified channels for resolving concerns both within field and the seminar. In field this
   includes going directly to the field instructor and the faculty liaison. More about problem solving in
   field can be found in the Field Manual. In field seminar the student is expected to bring the concern
first directly to the seminar instructor on an individual basis. Students should be prepared to discuss the concern and offer possible solutions.

3) Safety
As part of professional social work education, students will have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify professors regarding any safety concerns.

4) Respect for Colleagues
Part of professional accountability includes treating others with respect and courtesy. Within the field seminar this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment.

5) Use of Computers, Cell Phones/texting in the Classroom
Field Seminar is a practice course, and class participation is essential. Generally, it will not be necessary to take detailed computer notes on material in this course, and only occasionally will the use of a laptop computer be warranted. When laptops are being used in the classroom, it is considered unprofessional and disrespectful to use the computer for anything other than note-taking or relevant data search that will benefit the entire class. Internet surfing, texting, instant messaging, working on material outside of the BSW Seminar, etc. is not permitted and will result in lowered professional accountability grades and possible disciplinary action. Additionally, cell phones should be turned off when class begins and remain off throughout the duration of the class.

6) Time Management
It is important that students learn to manage the multiple demands of field and seminar. Chronic tardiness in the field placement is considered unprofessional and can result in an unsatisfactory performance evaluation when tardiness affects the student's ability to take advantage of field learning opportunities. Additionally, students are expected to contact their field instructor and/or professor as soon as possible to notify of impending lateness or an unscheduled absence from class or field. Providing notice to the instructor when assignments will be turned in late is also expected. This should be done as a professional courtesy, not to prevent the point deduction for late assignments.

COURSE REQUIREMENTS
The field seminar and field placement are critical components for the BSW program and the preparation of generalist beginning social workers. Therefore, all assignments (including non-graded assignments) must be turned in for students to pass this course. In addition, all field hours must be completed and turned in to pass this course. Students should inform the instructor of any assignment which will be late and all late assignments will be reduced by 2 points per calendar day.
1. Field Learning Plan - Mandatory
2. Field Instructors Evaluation (Mid and Final) - Mandatory
3. Field Hours - 480 hours - minimum Mandatory
4. Practice Setting Analysis - Mandatory 25 points
5. Ethical Analysis - Mandatory 15 points
6. Integrative Paper - Mandatory 50 points
7. Participation in class - Mandatory 10 points

FIELD LEARNING PLAN
MANDATORY - Non-graded Assignment

The Field Learning Plan allows the student, the field instructor and the seminar instructor to identify the strategies for successfully completing the learning objectives during the student’s field placement. Strategies are the concrete steps the student will take to demonstrate the practice behavior and must be clear, specific, and measurable.

This involves three criteria:
- Objectivity (what can be seen and measured),
- Completeness (provide enough information), and
- Clarity (any reader can understand).

The final document will help focus all parties on the objectives which must be achieved during the placement. The document is to be signed by the student, the field instructor (and task instructor if there is one) and the field seminar instructor.

FIELD INSTRUCTOR’S EVALUATION
MANDATORY

The Field Instructor Evaluation is a survey instrument based on the practice behaviors/learning objectives which beginning generalist social workers should exude. The evaluation is completed by the Field Instructor at mid-point and at the end of the semester. Each learning objective is rated using a 1-5 scale. Students need to obtain a 3 or higher on each objective by the end of the semester in order to pass the class.

FIELD HOURS
MANDATORY

All students must satisfactorily complete all field hours (480 hours) to pass this course. All students are required to submit a signed field and supervision hours log with their final field evaluation. For forms and additional information regarding sick time and other field leave policy, see the current USF BSW Field Manual which is located on the Social of Social Work Web page: http://socialwork.usf.edu

PRACTICE SETTING ANALYSIS
25 POINTS

Students will use at least 5 professional references (research studies, literature reviews, etc.) as well as information from their field placement agency to write a 4 page paper. The paper will describe their field placement agency, the population it serves, and summarize the current research regarding the type of agency and population. Be sure to use APA style within the paper and include a reference page at the end. See Grading Rubric in Appendix.

1. Provide a basic description of the agency and the variety of services provided. Identify the professionals from other disciplines with which you are working.
2. Describe the agency's mission and the population the agency serves. Be sure to include a description of the diversity of the population.

3. Describe the environment that the agency is embedded in and then discuss one barrier and one advantage to providing services in this environment.

4. Discuss the predominant theories or style(s) of intervention that the agency or program utilizes.

5. Summarize the research you reviewed regarding the type of agency and population/presenting problem. In your opinion, do the agency's current practices and procedures correlate or conflict with the professional resources.

**ETHICAL ISSUE ANALYSIS-PRESENTATION**

**15 POINTS**

The purpose of this assignment is to heighten the awareness and sensitivity of the student to the complexities of ethical challenges, provide an opportunity to put into practice a systematic guideline for resolving ethical dilemmas, and to understand the influence of professional roles, personal values and motivations and their impact on the resolution of the ethical dilemma. Students will use the outline provided below to organize an oral presentation on an ethical issue encountered at their field placement. A written outline of the presentation will be submitted to the instructor on the date of the presentation. See **Grading Rubric in Appendix**.

**Outline:**

1. A description of the ethical issue you are presenting, your feelings (personal values) about the dilemma and why you chose it.

2. Review the NASW Code of Ethics and the Standards for Practice, locating **specific guidelines that clearly define** in what ways the issue you are presenting is an ethical issue. Discuss how professional social work ethics and/or values are impacting the issue.

3. Use the General Decision-Making Model in the Dolgoff text and apply the first 6 steps to your issue. Clearly describe these steps.

4. Create and present a question for class discussion related to your issue.

**INTEGRATIVE PAPER**

**50 POINTS**

The Integrative paper is designed to reflect the integration of the student's total learning and demonstrate the ability to apply the learning in the field experience. It is the summative written work of the BSW program. Students are to utilize key concepts from the BSW curriculum and apply, synthesize and analyze this knowledge as it relates to a specific client system from the field experience. **Students must earn the minimum number of points indicated for each**
section of the paper and a minimum of 36/50 points overall to pass this assignment. This assignment is 50% of the student's grade for the class. Non-passing papers will result in a non-passing grade for the course. All papers will be read by two faculty members and their grades will be averaged to provide a student final grade. This process will be facilitated by the BSW program chairperson. In the event that the student does not earn the minimum number of points required in each section of the paper, they will have one opportunity to re-write the section(s) of the paper and re-submit within five days or re-take the course. Students are advised to use available opportunities for consultation with the instructor early in the semester to ensure success. Students may not use the same client system utilized in the ethical issue analysis assignment. The following outline should be used in the order as presented here, no exceptions. The paper should flow from paragraph to paragraph with appropriate transitions.

Outline

Paper-Students will write a paper answering all of the following questions. Be sure to include APA citations within the text and an APA reference list at the end.

i. Choose one client system with which you worked during your field experience and present the case in detail. Please change the names for confidentiality.

ii. Describe the findings from 5 professional research studies you found pertinent to your client system and describe how they informed your work with the client system. Use APA style to properly cite the studies.

iii. Choose one human behavior theory which you learned during your BSW program, explain it and describe how the theory assisted you in understanding the clients and/or the agency. Use APA style to properly cite the theory.

iv. Provide one intervention goal and the corresponding objectives you developed with the client. Be sure to write them in behavioral terms.

v. Identify at least 3 micro practice skills which you used while at your field placement. Describe the skills and explain how, where, and when you used them.

vi. Identify at least 3 macro practice skills which you used while at your field placement. Describe the skills and explain how, where, and when you used them.

vii. Choose one policy either national, state, or organizational which impacts your client system and/or agency. Describe the policy and its impact on this population or agency.

viii. Describe the social and economic justice issues raised during the course of work with the client system.

ix. Identify diversity issues which were raised in the course of working with the client system and how you handled them.

x. Discuss the professional ethics and values which were raised by working with the client system and how they affected your decision-making.

xi. Discuss how this assignment raised issues of professional strengths and challenges. Identify how you plan to build on your strengths and address the challenges in your future professional development.

xii. Include a Reference page in APA style to list the references used.
The final paper should be submitted in safe assign through Blackboard. An additional copy will be sent electronically to YWallace@mail.usf.edu. The paper must be submitted on the date due. Any paper not submitted on the due date will lose two points per calendar day. No paper will be accepted more than 72 hours after due date. The final document should be a maximum of 14-16 double-spaced pages (not including references or a front page) in 12 font type. Pay attention to elements of style and grammar. A poorly written paper with grammatical errors and misspelled words will receive points off. See Grading Rubric in Appendix.

PARTICIPATION 10 POINTS
The field seminar course assists students in synthesizing practicum experience and academic learning. To facilitate this goal, students are expected to willingly contribute to discussions and class exercises. Students will be assigned up to 10 points for their active and appropriate participation in class. See Grading Rubric in Appendix.

ACADEMIC ACCOMMODATIONS
Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation requests at least five business days prior to needing the accommodation. A letter from SDS must accompany this request.

- See Student Responsibilities - http://www.asasd.usf.edu/Student.htm
- See Faculty Responsibilities - http://www.asasd.usf.edu/faculty.htm

RELIGIOUS PREFERENCE ABSENCE POLICY
Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor in writing at least two weeks prior to the anticipated absence and observed date(s).

USE OF NON-SEXIST AND PROFESSIONAL LANGUAGE
The use of non-sexist and professional language is expected in written assignments and in class discussion. Guidelines regarding non-sexist language are available in the Publication Manual of the American Psychological Association.

ACADEMIC DISHONESTY POLICY
Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. All papers will be submitted through SelfAssign. Disruption of the classroom or teaching environment is also unacceptable. The University of South Florida has very specific policies and procedures regarding academic dishonesty or disruption of academic process. The School of Social Work Procedures for Alleged Academic Dishonesty or Disruption can be found at: http://www.ugs.usf.edu/catalogs/0608/adadap.htm and at http://socialwork.usf.edu/. Student Academic Grievance Procedures can be found at http://www.ugs.usf.edu/catalogs/0608/arcsgap.htm.
ATTENDANCE POLICY
Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role-plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. This form of learning cannot be “made up” once missed. Accordingly, Attendance is required at all class meetings. Excused absences are limited to the following instances: documented illness, deaths in the immediate family, and other documented crises, military duty, jury duty, religious holidays (consistent with University policy, 10-045), court-imposed legal obligations other than jury duty, and special requirements of other courses (must be documented by the faculty member of record). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes or more early, or does not come to class. Students are allowed to miss two classes (for classes that meet twice weekly; or one class for classes that meet only once per week) without penalty. After that 5% off of the total grade may be deducted for each missed class, at the faculty member’s discretion.

Students who experience an unforeseen circumstance such as a serious medical problem which interferes with their attendance or course assignments should notify the instructor immediately. Students and instructors should familiarize themselves with the USF Incomplete policy.

EMERGENCY PLAN
In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

GRADING SCALE
97-100 points A+
94-96 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
67-69 D+
64-66 D
60-63 D-
59< F

*See Course Requirements needed to pass this course

REQUIRED TEXTBOOKS


SUPPLEMENTAL SOURCES

COURSE GUIDE

Week 1  Review syllabus and course requirements
Writing measurable strategies/ review field evaluation
Read: Chaps. 1, 2, 3
Due: Proof of Malpractice Insurance

Week 2  Field Safety/Beginning in the Field
Read: Chaps. 4 and 6
Due: Data Confirmation Form

Week 3  Developing your Professional Self
Identifying Support Systems/Using Supervision
Read: Chaps. 5 and 13
Due: Field Learning Plan

Week 4  The Agency and Community Context of Practice
Read: Chaps. 8 and 9

Week 5  The Social Problem and Policy Context of Practice
Read: Chaps. 10 and 11

Week 6  Communication
Read: Chap. 7
Due: Practice Setting Analysis

Week 7  Social Work Ethics
Read: Chap. 14

Week 8  Social Work as Planned Change
Case Planning/ Writing Measurable Goals
Read: Chap. 16
Due: Mid-point Field Instructor Evaluation

Week 9  Due: Ethical Issue Analysis Presentations

Week 10 Due: Ethical Issue Analysis Presentations

Week 11 Mandatory Reporting: Legal and Ethical Mandates
Read: Chap. 15
Week 12  Self-Evaluation, Difficult Issues Difficult Clients/Boundaries
Read:

Week 13  Diversity and Cultural Context
Read: Chap. 12
Due: Integrative Paper

Week 14  Termination with Clients & Agency/Evaluating the Practicum
Read: Chap. 17 and Chap. 10 (Birkenmaier and Berg-Weger-handout)

Week 15  Self and Profession/Course Conclusion
Read: Chaps. 18 and 19
Due: Course Evaluations
Due: Field Hours and Final Evaluation
GENERAL REFERENCE TEXTS


APPENDICES

PRACTICE SETTING ANALYSIS - 25 pts.
1. Provide a basic description of the agency and the variety of services provided. Identify the professionals from other disciplines with which you are working. (3 pts)

2. Describe the agency’s mission and the population the agency serves. Be sure to include a description of the diversity of the population. (5 pts)

3. Describe the environment that the agency is embedded in and then discuss one barrier and one advantage to providing services in this environment. (5 pts)

4. Discuss the predominant theories or style(s) of intervention that the agency or program utilizes? (5 pts)

5. Summarize the research you reviewed regarding the type of agency and population/presenting problem. In your opinion, do the agency’s current practices and procedures correlate or conflict with the professional resources. (5 pts)

6. Writing style, grammar, accurate APA style. (2 pts)

ETHICAL ANALYSIS PRESENTATION AND OUTLINE - 15 pts.
1. Ethical issue in clearly defined  3

2. Personal values about the dilemma are stated  3

3. Student is able to identify specific citation in Code of Ethics to justify choice  2

4. Utilized Dolgoff decision-making model  2

5. Engaged classmates in discussion question  1

6. Made eye contact with audience  1

7. Displayed strong voice projection  1

8. Oral delivery well organized/clear expression of ideas  1
9. Written outline provided to instructor

PARTICIPATION- 10 pts
Student always contributes helpful and appropriate comments, questions, and interactions every week in class (8-10 pts)

Student usually contributes helpful and appropriate comments, questions, and interactions every week in class (6-7 pts)

Student contributes on occasion and/or adds appropriate but shallow comments, questions, and interactions (4-5 pts)

Student rarely contributes and/or adds inappropriate, unprofessional comments, questions, and interactions (1-3 pts)

INTEGRATIVE PAPER- 50 pts
The grading rubric used to evaluate the student’s work is attached for use as a guide to completing the assignment. Students must earn the minimum number of points indicated for each section of the paper and a minimum of 36/50 points overall to pass this assignment. This assignment is 50% of the student’s grade for the class. All papers will be read by two faculty members whose grades will be averaged to provide a student final grade. This process will be facilitated by the BSW program chairperson. In the event that the student does not earn the minimum number of points required in each section of the paper, they will have one opportunity to re-write the section(s) of the paper and re-submit to earn the minimum points for that section. They must complete the re-write within five days of receiving their grade or re-take the course. If a student still does not pass the paper after their re-write they will receive a non-passing grade for both the paper and the course and will need to re-take the course. Students should use available opportunities for consultation with the instructor early in the semester to ensure success.
### INTEGRATIVE PAPER GRADING RUBRIC - SOW 4510

**Student Name:**

**Instructor Name:**

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<th>Presentation of the client system</th>
<th>Pts. Available</th>
<th>Pts. Earned</th>
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<td>A. The client system was presented fully, professionally and clearly</td>
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**Human Behavior and the Social Environment**

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<th>Pts. Available</th>
<th>Pts. Earned</th>
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<tr>
<td>A. Human behavior theory was clearly identified and effectively presented</td>
<td>2</td>
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<tr>
<td>B. The chosen theory was appropriately linked to the practice example</td>
<td>2</td>
<td></td>
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<tr>
<td>C. Student was able to articulate how the chosen theory informed their practice in the field placement.</td>
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**Micro and Macro Social Work Practice**

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<th>Pts. Available</th>
<th>Pts. Earned</th>
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<tr>
<td>A. One goal and corresponding objectives were appropriate and behaviorally written.</td>
<td>2</td>
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<tr>
<td>B. Three Micro practice interventions were clearly identified and were appropriate for the practice situation?</td>
<td>3</td>
<td></td>
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<tr>
<td>C. Three Macro skills were clearly identified and were appropriate for the practice situation</td>
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**Research**

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<th>Pts. Available</th>
<th>Pts. Earned</th>
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<tr>
<td>A. Five research studies were clearly described</td>
<td>4</td>
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<tr>
<td>B. The paper described how the evidence impacted their practice?</td>
<td>4</td>
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**Social Welfare Policy**

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<th>Pts. Available</th>
<th>Pts. Earned</th>
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<tr>
<td>A. Social policies relevant to the practice situation were clearly identified and described</td>
<td>4</td>
<td></td>
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<tr>
<td>B. The policy’s impact on the client system and/or agency was clearly analyzed and discussed?</td>
<td>4</td>
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**Social/Economic Justice Issues and Diversity**
A. Social and economic justice issues pertinent to the client system were fully described  

B. Diversity issues pertinent to the client system and student and how they were managed were clearly described  

<table>
<thead>
<tr>
<th>Professional Values and Ethics and Professional Strengths and Challenges</th>
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<tbody>
<tr>
<td>A. Professional ethics and values pertinent to the client system were fully described</td>
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<tr>
<td>B. Student clearly identified their professional strengths, challenges, and professional development</td>
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<table>
<thead>
<tr>
<th>APA style, Reference page, grammar, and spelling</th>
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</thead>
<tbody>
<tr>
<td>A. APA style was used accurately</td>
</tr>
<tr>
<td>B. Reference page was accurately completed</td>
</tr>
<tr>
<td>C. Grammar, writing, and spelling were accurate</td>
</tr>
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| Total Points for Paper | 50 |

Comments:
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES
CURRICULUM APPROVAL FORM

UNDERGRADUATE COURSES

THIS FORM MUST ACCOMPANY ALL SUBMISSIONS TO THE BCS CURRICULUM COMMITTEE

Prefix and Number  SOW 4522
Course Title  Multicultural America

Proposed Effect Term (e.g., Fall 2010)  Fall 2012
Faculty Proposer  Lisa Rapp Fogliacci
Email  lrapp@usf.edu
Phone  974.1809

Department Mail Code  MHC 1400

This Course is being proposed as:

___ New  
___ Changed (content change)  
___ Terminated

This form must be accompanied by:

1. The Course Syllabus (See Instructions on College Website)
2. Copy of the Online Undergraduate New/Changed Course Proposal Form
   To print a copy of the submitted online form, go to the View Course Proposals Page at http://www.ugs.usf.edu/ugc/Proposals/view.cfm

<table>
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<tr>
<th>APPROVALS</th>
<th>Name</th>
<th>Signature</th>
<th>Approve</th>
<th>Date</th>
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<td>Dept. Chair</td>
<td>Donnie Yergias</td>
<td>Donnie Yergias</td>
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<td>9/1/12</td>
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<td>Dept. Curriculum</td>
<td>Lisa Rapp Fogliacci</td>
<td>Lisa Rapp Fogliacci</td>
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<tr>
<td>BCS Curriculum</td>
<td>Larry E. Thomas</td>
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<td>BCS Dean’s Office</td>
<td>Catherine Buske</td>
<td>Catherine Buske</td>
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</table>
MULTICULTURAL AMERICA IN A GLOBAL SOCIETY
SOW4522
SYLLABUS

INSTRUCTOR:
PHONE:
OFFICE HOURS:
CLASS HOURS:

OFFICE LOCATION:
EMAIL:
CLASSROOM:

NATURE OF COURSE

This course is an introduction to the study of diverse cultures, abilities and norms which comprise our global society. The course content centers on the inherently diverse client systems that generalist practitioners will be called upon to interface with in their different roles as change agents and advocates for social justice. The overall goal is to foster an atmosphere of safety and trust that enables students to understand and appreciate lifelong learning as a vector for enhancing cultural competence within American society and in a global context. This course will introduce concepts such as hegemony, structural violence, acculturation, marginalization, oppression, and others, and how these interplay to contribute to, reinforce or dispel preconceived notions of other cultural groups. Students will engage in the evidence-informed study of their own socialization process, including how they develop the paradigms that power their perspectives, and how these power emotions, decisions and actions that they may take as generalist practitioners engaged in ethical practice.

RATIONALE

This course is designed to develop the theoretical and practice knowledge necessary for students to begin culturally competent professional social work practice as generalists. Assessment from an ecological systems perspective assumes “knowledge of the various systems involved in interactions between people and their environments [including] interpersonal systems [such as] cultural reference groups” and social structures such as organizations and institutions (Hepworth et al., 2010, p.16). As such, this course builds on the value, philosophy, and knowledge base considerations of social work practice which students obtained from prerequisite classes. The course focuses students’ attention on the social construction of human diversity and multiculturalism. Given that society provides the larger context in which diversity is constructed and often defined, students are encouraged to develop a keener awareness of the importance of the interaction between self and other members of our global society. Concomitantly, the content and assignments in this course are designed to promote students’ views of
themselves as life-long learners, whose practice with diverse clients is informed by and contributes to research, and whose primary informants are the diverse clients whom they engage.

THEORETICAL PERSPECTIVE

The graduate and undergraduate programs of the USF School of Social Work provide a progressive identification with the knowledge, values, ethics, and skills of social work practice. The unifying themes and theoretical underpinnings of USF’s social work curricula are found in both explanatory theories (e.g., ecosystems theory) and change theories (e.g., psychodynamic and cognitive behavioral theories), operationalized through the perspectives of empowerment, strengths, capacity building, and evidence-based social work practice.

Ecosystems theory reflects the social work value of enhancing human system functioning and focuses on biological, psychological, emotional, cultural, and social environments holistically. The strengths perspective emphasizes viewing the range of human differences as normal and acceptable, as opposed to making judgments about peoples’ personal characteristics, race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, national origin, and level of social and emotional functioning. The empowerment perspective supports resourcefulness and the development of skills to remove social barriers for individuals, groups, and communities. The capacity building perspective reinforces the social work profession’s mandate to serve the most vulnerable of society, to enhance the caring capacity of society to end discriminatory practices, and to develop and expand resources to those in need.

Evidence-based practice entails the conscientious and judicious use of current best practice in decision-making about interventions at all system levels, integrating relevant scientific information with informed professional judgment and the personal preferences and cultural backgrounds of service consumers in order to practice effectively and ethically.

COURSE OBJECTIVES

After the completion of the course the students will:

1. Recognize the extent to which a culture’s structures and values may oppose, marginalize, alienate, or create or enhance privilege and power;
   Measurement: Midterm Exam; Proverbs Assignment; Concept Analysis Paper;

2. Gain sufficient self-awareness to mitigate the influence of personal biases and values in working with diverse groups;
   Measurement: Proverbs Assignment; Concept Analysis Paper;

3. Recognize and communicate their understanding of the importance of diversity in shaping life experiences;
   Measurement: Proverbs Assignment; Concept Analysis Paper;

4. View themselves as learners and engage those with whom they work as informants.
   Measurement: Proverbs Assignment; Concept Analysis Paper;
5. Advocate for human rights and social and economic justice.  
   Measurement: Midterm Exam; Concept Analysis Paper

METHODS OF INSTRUCTION:

This course of study requires work on several levels which includes: a cognitive/intellectual level through reading, writing, and class discussions; an experiential level through classroom activities and exercises; and on a personal level through the examination of the perspectives, attitudes and beliefs that you hold about your culture and that of others. Therefore the course will combine lecture, class and Blackboard discussion, video/audio cassette presentations, guest speakers from the community, and class exercises.

Considerable emphasis is placed upon the quality of class discussions. Consequently attendance and active participation in class discussions are required. All participation in the course must be in accordance with the principles and standards of conduct contained in the National Association of Social Workers (NASW) Code of Ethics. The course supports an interactive-integrative model of critical thinking on the part of both the instructor and students, during which the students and the instructor become learners. Students take responsibility for their learning and a feedback loop is established between the instructor’s self-reflection and the students’ response to it, leading to further student-instructor self-reflection experiences. This perspective requires active participation, discussion, and open communication by all students and the instructor.

A class environment that is conducive to learning requires respect for all participants. Students are expected to arrive on time and to conduct themselves in a respectful, considerate manner. All participants in the class need to respect the environment by being on time, turning off cell phones, pagers and headphones, avoiding extraneous talking and refraining from reading non-class material.

The aforementioned also applies to participation in Blackboard discussion boards. Blackboard will be used routinely for announcements, posting of course materials, and creation of discussion boards, etc. Refer to the USF Computer and Network Access agreement (http://www.acomp.usf.edu/feed.php?group=mail&item=agreement) for Blackboard rules. Throughout the semester, students will participate in discussion board forums regarding the various class discussions, and the movies viewed in class. These postings must reflect critical consciousness as defined by Freire. These postings must reflect the same respect accorded to peers and instructor in the classroom, and must demonstrate critical thinking and challenge of traditional or popular beliefs and values. In other words, “I agree” in response to another student’s posting does not constitute an appropriate posting. Students will need to substantiate their comments with quotes from their textbooks, supplementary readings or class discussions.

COURSE REQUIREMENTS:

Course requirements include the following: punctual class attendance, weekly active class participation, completion of all assigned reading and papers prior to class, and completion of a final project. All written work including discussion board postings will be submitted by the deadline indicated in the course calendar unless prior arrangements have been made prior with the instructor. Written assignments completed outside of class are submitted on the due date per course outline. Any
exception results in the loss of one point per day. The syllabus and course calendar are working instruments that serve as a guide during the semester. Students and instructor are expected to conduct themselves in a respectful manner.

1. Assignments and Exams

Social workers must be able to communicate both verbally and in writing. Written assignments with significant spelling and grammatical errors should not occur. If you are in need of assistance in completing your written assignments, please visit the writing center (http://www.cas.usf.edu/english/wcntr/index.html) or (813) 974-9572) on main campus. Late papers will not be accepted unless arrangements have been made prior to the assigned date WITH instructor’s approval.

a. Proverbs across the Globe Assignment (30%)

Proverbs are an essential component to socialization across cultures (Rahill, et al., 2011). They are used to transmit social and religious values, as well as to reinforce knowledge and behavior that are essential to a culture’s existence and identity. For this assignment, students are provided an initial sample of proverbs from around the globe, related to various themes, including but not limited to: prejudice, virtue, discrimination, social progress, the commonality of persons across different groups and others.

Specific Instructions to Proverbs across the Globe Assignment
1. The task is to research and identify similar proverbs from across cultures that might be considered to hold very divergent sociocultural and religious perspectives (Example: Christian and Muslim; Mormons and Hindus, etc);
2. Use the internet, books, journal articles as well as live interviews of “different” students and faculty members from across the campus and in their neighborhoods, to discover proverbs from various cultures that transmit sociocultural and religious values;
3. Create a table (similar to the example provided in Appendix A), including but not limited to the topics provided in the example;
4. Discuss your research experience, the benefits or pitfalls of using an eclectic array of sources to inform their knowledge of concepts related to diversity;
5. Discuss the common elements which you have discovered in the proverbs from diverse cultures, the similarities and differences to proverbs used in their own socialization process and life experience, the relevance of the proverbs they have researched to the social work values, “importance of human relationships” and “social justice;
6. Discuss the extent to which the proverbs you discovered may oppose your own cultural values, and/or may marginalize or alienate clients from the diverse backgrounds reflected in your table of proverbs;
7. Discuss how this exercise impacts your development of culturally proficient skills and your ability to utilize the strengths of cultural resources in your roles as an advocacy broker and as a promoter of human rights and social justice.
b. Midterm Exam (30%)

The midterm exam will include items that assess students' understanding of the various systems involved in interactions between people and their environments [including] interpersonal systems [such as] cultural reference groups and social structures such as organizations and institutions (Hepworth et al., 2010, p.16). This exam will also assess the extent to which students understand the social construction of human diversity and multiculturalism, their awareness of the importance of the interaction between self and other members of our global society, and their views of themselves as lifelong learners, whose practice with diverse clients is informed by and contributes to research, and whose primary informants are the diverse clients whom they engage. The midterm exam will comprise multiple choice and True/False questions.

c. Concept Analysis Paper (Final Exam) (40%)

This assignment has several functions: (1) to deepen your understanding of the meaning of a basic concept that appears relevant to your research-informed practice as a generalist practitioner with your chosen client system, (2) to increase your familiarity with how this concept has been and is currently used by researchers and others today, (3) to enhance your balanced view of the concept/issue's meaning, and 4) to enhance your understanding of how this concept and related concepts impact your ability to advocate for human rights and social justice. Through the use of various bibliographic sources and databases, you are expected to demonstrate enhanced knowledge about the origins, meanings, and numerous current uses of the concept/issue you will choose. You have been provided a list of concepts from which to choose (Please see "Specific Instructions for Concept Analysis Paper" in Appendix B).

Through the use of various bibliographic sources and databases, you are expected to demonstrate enhanced knowledge about the origins, meanings, and numerous current uses of the concept/issue you will choose. The spirit of the exercise is one of critical inquiry, library research, and exact documentation. This assignment involves substantial preparation and work; thus it's best to start on it as soon as possible. It will be due two weeks before the end of class (See course calendar). The exercise is meant to help you anchor the concept more securely in your understanding of diversity, human rights and social justice, thereby improving the coherence and relevance of your practice-informed research, which will ultimately become research informed by practice. It is also meant to familiarize you with numerous bibliographic and other sources relevant to evidence-informed research.

**GRADING SCALE**

1. Proverbs across the Globe Assignment 30%
2. Midterm Exam 30%
3. Integrative Paper 40%

**CORRESPONDENCE**
Students are expected to stay in communication with the instructor of this course via Blackboard, e-mail or telephone. The preferred method of contact for the instructor is via e-mail. The instructor will only respond to e-mails originating from students’ USF accounts.

ACADEMIC ACCOMMODATION:

Students in need of academic accommodations for a disability may consult with the office of Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation.

RELIGIOUS PREFERENCE ABSENCE POLICY

Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination. Students absent for religious reasons, as noticed to the instructor at the beginning of each academic term, will be given reasonable opportunities to make up any work missed. For further information, please refer to:

USE OF NON-SEXIST AND PROFESSIONAL LANGUAGE

The use of non-sexist and professional language is expected in written assignments and in class discussion. Guidelines regarding non-sexist language are available in the Publication Manual of the American Psychological Association.

EMERGENCY PLAN

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

ACADEMIC DISHONESTY POLICY

Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. The University of South Florida has very specific policies and procedures regarding academic dishonesty or disruption of academic process. If you have any questions, please refer to the University’s Undergraduate Academic Dishonesty policy at

- Procedures for Alleged Academic Dishonesty or Disruption: http://www.ugs.usf.edu/catalogs/0809/adap.htm
- Student Academic Grievance Procedures -- http://www.ugs.usf.edu/catalogs/0809/arcsagp.htm
Use of plagiarism tracking software:

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. The instructor reserves the right to submit assignments to this detection system, whereby students' assignments are compared automatically with a comprehensive database of journal articles, web articles, and papers previously submitted at USF and at other universities. The outcome of this process is a detailed report generated to the instructor indicating the presence and extent of any plagiarism.

ATTENDANCE POLICY

Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role-plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Accordingly, Attendance is required at all class meetings. Excused absences are limited to the following instances: documented illness, deaths in the immediate family, and other documented crises, military duty, jury duty, religious holidays (consistent with University policy, 10-045), court-imposed legal obligations other than jury duty, and special requirements of other courses (must be documented by the faculty member of record). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes or more early, or does not come to class. Students are allowed to miss two classes (for classes that meet twice weekly; or one class for classes that meet only once per week) without penalty. After that 5% off of the total grade may be deducted for each missed class, at the faculty member's discretion.

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails and MoBull messages for important general information.

EVALUATION SCALE

| 97-100 points | A+ | 87-89 | B+ | 77-79 | C+ | 69 -67 | D+ | 59 or below | F |
| 94-96 | A | 84-86 | B | 74-76 | C | 64-66 | D |
| 90-93 | A- | 80-83 | B- | 73-70 | C- | 60-63 | D-

REQUIRED TEXTBOOK(S)


SUPPLEMENTAL SOURCES

1. Readings (Will be posted on Blackboard)

McIntosh, P. (1988). White privilege and male privilege: A personal account of coming to see correspondences through work in women’s studies.
Commitment and Healing: The problem of romantic love among gay men.

2. Videos (See List and Description of videos in Appendix)
COURSE CALENDAR

Week 1  
**Culturally Competent Practice**
- Ice Breaker
- Review of Syllabus, Course expectations, Assignments, Grading system
- Chapter 1
**FILM:** *Guns, Germs and Steel*

Week 2  
**Social Context**
- Chapter 2
**FILM:** *Tsotsi*

Week 3  
**Human Rights and Social and Economic Justice**
- NASW Cultural Competency Guidelines
- Chapter 3

Week 4  
**A Framework for Cultural Competence and Cultural Awareness**
- Chapter 4 and 5
- **Supplemental Reading:** Purnell & Palunka Model of Cultural Competence
**FILM:** *Poto Mitan: Haitian Women: Pillars of the Global Economy*

Week 5  
**Knowledge Acquisition and Skill Development**
- Chapter 6 and 7

Week 6  
**Cultural Competence with First Nations Peoples**
- Chapter 8
**Tentative Guest Speaker:** Rosina Philippe- Leader of the Apatakapa Nation

Week 7  
**Cultural Competence with European Americans**
- Chapter 9
- Supplemental Reading: Gallambos, et al. (Rural social work); McIntosh (White privilege, male privilege);
**FILM:** *Color of Fear*

Week 8  
**Cultural Competence with African Americans**
- Chapter 10
  **Supplemental Readings:** Rahill, et al. (2011); Salloum & Lewis (2010)
- Critical Inquiry concerning the term “Black-non Hispanic”

**MIDTERM EXAM!!!!! Due on Blackboard by 11:59 PM EST tonight!!!**

**Tentative Guest Speaker:** Patricia A Harris, LMFT

Week 9  
**Cultural Competence with Latino-Americans**
- Chapter 11
**Supplemental Readings:** Commonality of Health Beliefs among Haitians and Latinos
**FILM:** *Strawberry and Chocolate*

**Week 10**
**Cultural Competence with Asian Americans**
- Chapters 12
  **FILM:** *Born into Brothels* or *Water*

**Week 11**
**Cultural Competence with Muslim Americans**
- Chapters 13

**Week 12**
**Cultural Competence with Gay, Bisexual and Transgender**
- Chapters 15
  **Supplemental Readings:** Commitment and Healing: The problem of romantic love among gay men.
  Hermann & Herlihy (2006)- Legal and ethical implications of refusing to counsel homosexual clients
  **FILM:** *If Walls Could Talk 2*

**Week 13**
**Cultural Competence with Persons with Disabilities**
- Chapters 16
  Guest Speaker from USF Office of Disabilities or Dr. Kondrat
  **Supplemental Readings:** Kondrat & Teater (2009)?

**Concept Analysis Paper (Final Exam) DUE TODAY!!!! by 11:59 PM EST - VIA E MAIL TO Girahill@usf.edu**

**Week 14**
**Cultural Competence with Older Adults**
- Chapters 17

**Week 15**
**Sexual and Religious Violence around the Globe:** Sociocultural and Religious Forces contributing to and/ or Alleviating outcomes.

**Supplemental Readings:** Joshi, M.-Strangulation; Female Circumcision around the Globe: Advocacy and Justice
REFERENCES


Carrion, I.V. (2010). The innocence of my country: An older Puerto Rican woman living with AIDS. *The Journal of Loss & Trauma, 15*, 1-10. (Yes)- Review the article before final decision


McIntosh, P. (1988). White privilege and male privilege: A personal account of coming to see correspondences through work in women’s studies.


### APPENDICES

#### Appendix A - Sample of Proverbs from Various Cultures

<table>
<thead>
<tr>
<th>Topic</th>
<th>Proverb</th>
<th>Culture / Person</th>
</tr>
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<tbody>
<tr>
<td>Humans as belonging to the</td>
<td>Both noble and common blood -are the same color.</td>
<td>German</td>
</tr>
<tr>
<td>same race</td>
<td>We all smell the same when we have been dead for six days</td>
<td>Haitian</td>
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<td></td>
<td>The man who lives in the castle- when he dies, he lies in the ground</td>
<td>Ghanaian</td>
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<tr>
<td>Prejudice/</td>
<td>For rich and poor alike the womb is equally warm.</td>
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<td>Classism</td>
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<tr>
<td>Human Rights</td>
<td>He who justifies the wicked and he who condemns the just- both of them</td>
<td>King Solomon-Proverbs 17:15</td>
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<td>alike are an abomination to the Lord</td>
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<td></td>
<td>Defend the poor and fatherless; do justice to the afflicted and needy</td>
<td>Psalms 82:3</td>
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<tr>
<td>Advocacy and Social Justice</td>
<td>It is the duty of youth to bring fresh new powers to bear on Social</td>
<td>Charlotte Perkins Gilman (U.S. educator</td>
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<td></td>
<td>progress. Each generation of young people should be to the world like a</td>
<td>and activist, 1850-1935)</td>
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<td></td>
<td>vast reserve force to a tired army. They should lift the world forward.</td>
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<td>That is what they are for.</td>
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<td>It is not who you attend school with, but who controls the school you</td>
<td>Nikki Giovanni</td>
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<tr>
<td></td>
<td>attend.</td>
<td>(U.S. poet and writer, 1943- )</td>
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<td>Blessed are the merciful, for they shall obtain mercy...Blessed are the</td>
<td>Jesus- Matthew 5:7, 9.</td>
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<td>peacemakers, for they shall be called the children of God</td>
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<td>Virtue</td>
<td>Reform must come from within, not from without. You cannot legislate for</td>
<td>James Cardinal Gibbons (U.S. preacher,</td>
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<tr>
<td></td>
<td>virtue</td>
<td>1834-1921)</td>
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<td>Self-Awareness</td>
<td>Knowledge of the self is the mother of all knowledge. So it is incumbent</td>
<td>Kahlil Gibran (Syrian-American mystic and</td>
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<td>on me to know my self, to know it completely, to know its minutiae, its</td>
<td>poet, 1883-1931)</td>
</tr>
<tr>
<td></td>
<td>characteristics, its subtleties, and its very atoms.</td>
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<td>If he is indeed wise he does not bid you enter the house of his wisdom,</td>
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<td></td>
<td>but rather leads you to the threshold of your own mind.</td>
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<td>Gender Bias</td>
<td>There is no female mind. The brain is not an organ of sex. As well speak</td>
<td>Charlotte Perkins Gilman (U.S. educator</td>
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<td></td>
<td>of a female liver.</td>
<td>and activist, 1850-1935)</td>
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Appendix B- Concept Analysis Assignment (Final Exam)

Specific Instructions for Concept Analysis Assignment/ Final Exam

1) Choose one concept which was discussed in class or in the text:
critical consciousness, conscientization, hegemony, structural violence, gender, gender identity, gender expression, economic deprivation, stereotype, ageism, heterocentricity, virtue, human rights, social justice, sexual violence (against men, women or children), restavek, heritage, stereotype, discrimination, homophobia, religiosity, ethnocentrism, female circumcision, hate crimes, acculturation, marginalization, classism, regional minorities, conscientization, critical consciousness, and others that you may be interested in researching.

2) Define the word “concept” in relation to “theory”;

3) Fully describe the concept including related concepts and principles;
   a. Cite three definitions of this concept found in three different dictionaries (not English
      word dictionaries), and compare and contrast these definitions;
   b. Identify one or more noticeable changes in the meaning of the concept over time.

4) Cite three references to social work journal articles where the concept was used during the last
   five years, and compare and contrast these three uses.

5) Describe one operational use of this concept (e.g., rating scales, questionnaires);

6) Identify two other concepts that are closely related, or that were used in conjunction with the
   concept, and distinguish them from your concept.

7) Assess the concept’s contribution to better understanding human structural violence such as
   poverty, oppression, etc.;

8) Using the research you reviewed, critique a theory which includes that concept as a main
   component. Describe its strengths and weaknesses (what is it helpful in understanding, what
   isn’t it helpful in understanding);

9) Identify two researchers who have used the concept in their work, where they are currently
   located (institution, email address), what they are known for;

10) Discuss how the theory addresses differences in people: Can it be used to explain and describe
      diverse human behavior (people of differing religions, races, sexuality, SES)? Explain;

11) Discuss the concept and theory’s roles in enhancing knowledge about economic and social
    justice (equality);

12) Identify and describe a court decision (from any judicial court) that applies, uses, or refers to the
    concept, and how it does so;

13) Identify and discuss an ethical or moral issue that arises in research or practice using this
    concept;

The final product should be 10-15 pages in length, not including the title page and the references. It is
expected that your assignment will address every point listed above. The final product may be
presented any way you choose, as long as it is organized and coherent and your sources are cited in a
consistent manner, e.g., APA style (Publications Manual, 6th edition, 2009) or Biomedical Journals
style (Uniform Requirements for Manuscripts Submitted to Biomedical Journals, 2003:
Appendix C - Tentative List of Movies for Diversity Class

Born into Brothels
Born into Brothels, by Ross Kauffman and Zana Briski, is the winner of the 77th annual Academy Award for Best Documentary Feature. A tribute to the resiliency of childhood and the restorative power of art, Born into Brothels is a portrait of several unforgettable children who live in the red light district of Calcutta, where their mothers work as prostitutes. Zana Briski, a New York-based photographer, gives each of the children a camera and teaches them to look at the world with new eyes.

Color of Fear
Eight North American men, two African American, two Latinos, two Asian American and two Caucasian were gathered by director Lee Man Wah, for a dialog about the state of race relations in America as seen through their eyes. The exchanges are sometimes dramatic, and put in plain light the pain caused by racism in North America.

Guns, Germs and Steel
Is the balance of power in the world, the essentially unequal distribution of wealth and clout that has shaped civilization for centuries, a matter of survival of the fittest... or merely of the luckiest? In Guns, Germs, and Steel, UCLA professor (and author of the best-seller bearing the same title) Jared Diamond makes a compelling case for the latter. Diamond's theory is that the predominance of white Europeans (and Americans of European descent) over other cultures has nothing to do with racial superiority, as many have claimed, but is instead the result of nothing more, or less, than geographical coincidence. His argument, in a nutshell, is that the people who populated the Middle East's "fertile crescent" thousands of years ago were the first farmers, blessed with abundant natural resources (native crops such as wheat and barley, domesticable animals like pigs, goats, sheep, and cows). When their descendants migrated to Europe and northern Africa, climates similar to the crescent's, those same assets, which were unavailable in most of the rest of the world, led to the flourishing of advanced civilizations in those places as well. Add to that their ability to control fire, and Europeans eventually developed the guns and steel (swords, trains, etc.) they used to conquer the planet (the devastating diseases they brought with them, like smallpox, were an unplanned "benefit" to their subjugation of, for instance, Peru's native Incas). And while one might disagree with his conclusions, there is no doubt that Guns, Germs, and Steel is a provocative, classy piece of work. --Sam Graham

If Walls Could Talk 2: Set in 1961, and starring Vanessa Redgrave as Edith Tree, it concerns the death of Tree's lover and soul mate, Abby Hedley, played by Marian Seldes, and Tree's exclusion from "family" matters after Abby's death.

Poto Mitan: Haitian Women: Pillars of the Global Economy
Told through compelling lives of five courageous Haitian women workers, Poto Mitan gives the global economy a human face. Each woman's personal story explains neoliberal globalization, how it is gendered, and how it impacts Haiti: inhumane working/living conditions, violence, poverty, lack of education, and poor health care. While Poto Mitan offers in-depth understanding of Haiti, its focus on women's subjugation, worker exploitation, poverty, and resistance demonstrates these are global struggles. Finally, through their collective activism, these women demonstrate that despite monumental obstacles in a poor country like Haiti, collective action makes change possible.
Strawberry and Chocolate
A macho but naive and inexperienced youth who believes passionately in Communism and the Cuban Revolution, finds his values undergoing an unexpected transformation after being befriended by a cultured young homosexual who's an ardent critic of the Castro regime.

Tsotsi
In Johannesburg, the small time criminal Tsotsi is a teenager without feelings, hardened by his tough life. After killing a man with his gang in a robbery; hitting the gangster Boston of his gang; humiliating a crippled beggar along one night, Tsotsi hijacks a car and under the despair of a woman, he shoots her in the stomach. While driving the car, Tsotsi finds that there is a baby on the back seat and the woman was a desperate mother. He brings the baby to his house in the slum and becomes attached to him. For six days, the baby changes his behavior, arousing and developing the sense of empathy and humanity in the cold blood killer.

Water
The film examines the plight of a group of widows forced into poverty at a temple in the holy city of Varanasi. It focuses on a relationship between one of the widows, who wants to escape the social restrictions imposed on widows, and a man who is from the highest caste and a follower of Mahatma Gandhi. --- A thesis picture. In 1938, Gandhi's party is making inroads in women's rights. Chuyia, a 7 year old child who is already betrothed to a much older man becomes a widow shortly after the marriage ceremony. By tradition, she is unceremoniously left at a bare and impoverished widows' ashram, beside the Ganges during monsoon season. The ashram's leader pimps out Kalyani, a young and beautiful widow, for household funds. Narayan, a follower of Gandhi, falls in love with her. Can she break with tradition and religious teaching to marry him? The ashram's moral center is Shakuntala, deeply religious but conflicted about her fate. Can she protect Kalyani or Chuyia? Amid all this water, is rebirth possible or does tradition drown all?
### Appendix D Rubric for Concept Analysis/ Final paper (40 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Available</th>
<th>Points Earned</th>
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<tr>
<td><strong>Organization and Writing</strong></td>
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<td>10</td>
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<td>a. length – at least 10 pages, but no more than 20 pages double spaced, 12pt. font, 1 inch margins (1)</td>
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<tr>
<td>b. headings, consistent with APA style (1)</td>
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</tr>
<tr>
<td>c. correct grammar (2)</td>
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<tr>
<td>d. professional language (2)</td>
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<tr>
<td>e. topics in correct sections (1 pts.)</td>
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<td></td>
</tr>
<tr>
<td>f. all sections are addressed clearly (3)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Completeness and Depth of the Concept and Related Concepts</strong></td>
<td>30</td>
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<tr>
<td>a. evidence that the stipulated variety of bibliographic sources and databases were consulted during research for this assignment (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. the paper is written clearly and concisely, providing a balanced view of the concepts and the issues of human rights and social justice related to them presented throughout the paper and without excessive details or tangents (maintained focus) (15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. There is evidence of purposeful use of bias-free language (5)</td>
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<td></td>
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<td>d. Relevant and correct connections are made between the concept you were assigned to research and related concepts (2)</td>
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<td>e. Integration of other material learned from chapters and videos watched in class (3).</td>
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<td><strong>Total</strong></td>
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### Appendix E Rubric for Proverbs across the Globe Paper (30 points)

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<tr>
<td>e. topics in correct sections, and all sections are addressed clearly (2)</td>
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<td></td>
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<tr>
<td>a. evidence of a variety (at least 5) of bibliographic sources and databases were consulted during research for this assignment (5)</td>
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<tr>
<td>b. evidence of anecdotal information obtained from diverse students, faculty, and acquaintances, reflecting the broad diversity of human experience (age, gender, sexual orientation, religion, ability/disability, religion, etc) (5)</td>
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<td></td>
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<tr>
<td>c. Evidence of critical consciousness in reflecting on relevance of the Proverbs they have found in shaping students’ worldview (5)</td>
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<tr>
<td>a. Evidence of the potential of the proverbs tabulated in the assignment to inform students’ roles as advocacy brokers and promoters of human rights and social justice (2)</td>
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<td><strong>Total</strong></td>
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COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES
CURRICULUM APPROVAL FORM

UNDERGRADUATE COURSES

THIS FORM MUST ACCOMPANY ALL SUBMISSIONS TO THE BCS CURRICULUM COMMITTEE

Prefix and Number  SOW 4510L
Course Title

Proposed Effect Term (e.g., Fall 2010)  Fall 2017
Faculty Proposer  Lisa Rapp-Pagliccii
Email  lrapp@usf.edu
Phone  974-1809

Department Mail Code  MHC 1400

This Course is being proposed as:

___  New
___  Changed
✓  Terminated  (This course is no longer needed as it has been combined with SOW 4510.)

This form must be accompanied by:

1. The Course Syllabus (See Instructions on College Website)
2. Copy of the Online Undergraduate New/Changed Course Proposal Form
   To print a copy of the submitted online form, go to the View Course Proposals Page at http://www.ugs.usf.edu/ugc/Proposals/view.cfm

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<td>Yeats</td>
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<td>Dept. Curriculum Committee Chair</td>
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<td>Catherine Batsche</td>
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Nonsubstantive Undergraduate Course Proposal Form

1. Department and Contact Information

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<tr>
<td>Lisa Rapp-Paglicci</td>
<td>8139741809</td>
<td><a href="mailto:irapp@usf.edu">irapp@usf.edu</a></td>
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2. Course Information

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<th>Full Title</th>
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<tbody>
<tr>
<td>SOW</td>
<td>4510L</td>
<td>BSW Field Practicum</td>
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Is the course title variable? N
Is a permit required for registration? Y
Are the credit hours variable? N

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<th>Grading Option</th>
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<td>Internships (Including Practicum)</td>
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Abbreviated Title (30 characters maximum)

Prerequisites

Corequisites

SOW 4510

Co-Prerequisites

Course Description
This course consists exclusively of field based learning. It is taken concurrently with the classroom based Integrative Seminar (SOW 4510). Students will complete a generalist field practicum of 480 hours (6 credits) at 32 hours per week.

3. New Course Information

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Is the course title variable? N
Is a permit required for registration? N
4. Justification

We request this course to be terminated. The credits will be subsumed under SOW 4510.

5. Other Course Information

A. Objectives / Outcomes

B. Major Topics

C. Textbooks
Economics
- ECO 1000 Basic Economics (or ECO 2023 Microeconomics or ECO 2013 Macroeconomics) (3)

Psychology
- PSY 2120 Introduction to Psychological Science (3)

Sociology
- SVS 2000 Introductory Sociology (or SVS 2010 Contemporary Social Problems) (3)

Social Work Foundation Courses (6 s.h.) [These courses should be taken during the student's first semester of coursework in the major; these are the only courses in the major open to all students.]
- SOW 3210 American Social Welfare System (3)
- SOW 3303 Introduction to Social Work (3)

Social Work Core Courses (38 s.h.) [These courses are only open to fully admitted BSW students.]
1. Human Behavior and Social Environment Courses
   - SOW 3101 (4)
   - SOW 3102 (3)
   - SOW 4522 (3)
2. Social Welfare: Policy & Program Course
   - SOW 4233 (3)
3. Social Research Course
   - SOW 3401 (3)
4. Social Work Practice Courses
   - SOW 4341 (5)
   - SOW 4343 (8)
   - SOW 4930 (3)
5. Field Experience
   - SOW 4510 (9)

Summary:
- Foundation Courses 9 hours
- Core Courses 39 hours
- Field Experience 9 hours
- TOTAL 57 hours

Information for Transfer Students

Social Work is a limited access program. Students intending to transfer to USF may complete the A.A. degree at a Florida College System Institution. Some courses required for the major also meet General Education Requirements thereby transferring maximum hours to the university. If a student transfers with fewer than 60 semester hours of acceptable credit, the students must meet the university's entering freshman requirements including ACT or SAT test scores, GPA, and course requirements. The transfer student should also be aware of the immunization, foreign language, and continuous enrollment policies of the university.

State Mandated Common Prerequisites for Students Transferring from a Florida College System Institution:
- A transfer student must successfully complete the following courses, by earning a "C" or better. A grade of "C-" is not acceptable as a passing grade.
- One course in each of the following cognate areas:
  - American Government
  - POS x041, POS x042, or PUB x099
  - Human Biology
  - BSC x005, BSC x085, BSC x101 or PCB x099
  - Economics

Moved down (1): State Mandated Common Prerequisites for Students Transferring from a Florida College System Institution:
- A transfer student must successfully complete the following courses, by earning a "C" or better. A grade of "C-" is not acceptable as a passing grade.
- One course in each of the following cognate areas:
  - American Government
  - American National Government or American Government
  - Introduction to Public Policy
  - Biology (Human Biology or Anatomy & Physiology)
  - Economics (Microeconomics or Macroeconomics or Introduction to Economics)
  - Introductory Psychology
  - Introductory Sociology/Social Problems

Moved (insertion) (3)