

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE**

09:910:475

Integration Seminar

Spring, 2018

Instructor: Frank L. Greenagel II - MPAP, MSW, LCSW, LCADC
ACSW, CJC, ICADC, CCS

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Office Hours: by appointment

Class Time: 8:30 to 11:10 am, Wednesday

Location: TIL-251, Livingston Campus, Piscataway, NJ

I. Catalogue Course Description

This seminar course integrates all areas of prior and concurrent course learning as it applies to “real-life” field situations. Critical thinking skills and use of the social work profession’s knowledge base are emphasized.

II. Course Overview

This senior-level course is designed to consolidate and strengthen mastery of major components of generalist social work practice. It fosters integration of comprehensive skills required for successful social work practice with diverse and vulnerable populations within a wide variety of settings. It builds on and fosters integration of knowledge, skills, and values acquired throughout the social work curriculum. It requires students to utilize critical thinking in order to identify and seek solutions to contemporary social work issues, including those confronting students in the various agency settings of their field placements. This course will advance the professional use of self, the importance of social work values and ethics, the use of supervision, and the artful employment of multiple communication skills in carrying out generalist social work practice. It is designed to facilitate the integration of the multiple facets of social welfare policy, the knowledge base acquired in the Human Behavior and the Social Environment courses and utilization of social work research guided by scientific method. Students will be expected to illustrate that they have mastered the skills and perspectives necessary for beginning-level generalist social work practice.

III. Place of Course in Program

This course is restricted to social work majors, is required of them and is taken concurrently with Generalist Practice II (910:474) and Field II (910:473) during the final semester of the senior year. Satisfactory completion of all prior social work courses and field is pre-requisite.

IV. Course Objectives

Upon completion of the course, students will be able to demonstrate:

1. an appreciation of knowledge derived from the biological and social sciences and its relevance for generalist practice;
2. an appreciation of the usefulness and applicability of theoretical perspectives and frameworks in understanding the human condition and social change;
3. skill in identifying and employing appropriate communication techniques as required with a wide range of client systems, colleagues, supervisors, and other professionals and members of the community;
4. strong commitment to and understanding of the values and ethics under girding the profession of social work;
5. ability to apply the skills of critical thinking to decision-making and evaluation in generalist social work practice;
6. the ability to articulate the relevance of social policy to generalist social work practice;
7. the ability to understand and use research findings to guide generalist social work practice;
8. the ability to use supervision to enhance one's practice and the development of one's professional self;
9. the ability to recognize and take into consideration issues of diversity and oppression in formulating an understanding of client systems and the challenges confronting them, and in designing effective strategies for intervention.

V. Required Texts

Gambrill, E., and Gibbs, L., *Critical Thinking for Helping Professionals: A Skills-based Workbook*, Oxford University Press, 2009.

NASW Code of Ethics <http://www.socialworkers.org/pubs/code/code.asp>

An American's Resurrection by Eriz Arauz, 2012.

<http://www.amazon.com/An-Americans-Resurrection-Pilgrimage-Salvation/dp/0988356503>

Optional and Extra Credit Texts:

The Wisdom of Crowds by James Surowiecki 2005
<http://www.amazon.com/Wisdom-Crowds-James-Surowiecki/dp/0385721706>

The Working Poor by David Shipler 2004
<http://www.amazon.com/Working-Poor-Invisible-America/dp/0375708219>

New Jack by Ted Conover 2000.
<http://www.amazon.com/Newjack-Guarding-Sing-Ted-Conover/dp/0375726624>

The New Jim Crow by Michelle Williams 2010
<http://www.amazon.com/The-New-Crow-Incarceration-Colorblindness/dp/1595586431>

Dreamland by Sam Quinones 2015
<http://www.amazon.com/Dreamland-True-Americas-Opiate-Epidemic/dp/1620402505>

The Undoing Project by Michael Lewis 2016

There are several plays and comics. Please see me.

VI. Course Requirements

It is expected that students will attend all class sessions having read assigned materials and be fully prepared for discussion and assigned activities. Students are expected to be aware of ongoing daily news as it relates to generalist practice. Class attendance and participation are required.

NOTE: Students are expected to notify the instructor prior to any absence. Each absence over two (2) may result in a reduction of one letter grade. All assignments are to be completed by scheduled due dates. Late assignments will be accepted only with prior approval from the instructor.

Course assignments include:

1. Journal 20%

There are 10 journal assignments for the semester. You must do 5. Each one is worth 4% of your grade. For each extra journal you do (that is good), you will receive 1 extra point on your final grade. Each journal question will be posed at the start or end of each class.

2. Presentation 5%

Class members will select an area of practice from a list provided by the instructor (or you may email me your suggestion). You will identify a problem in society, and whether or not it is being addressed. You will explain the history of it and what is being done now. You will provide 1 to 5 suggestions about what can be done (or what is being done well). I will provide an example of this before you have to do it. Every student will cover a unique topic. You will put together a power point of no less than 3 slides and no more than 5. You will dress up for the presentation. Dates TBD

3. Review of Eric Arauz's An American Resurrection 10%

2 page reaction paper. Guidelines are on my site. The paper is due on 2/22.

4. Mid-Term 25%

Fill in the blank. (come to class, take notes, do the readings, ask questions, be an adult) 3/8 or 3/22 (we'll vote on this)

5. Review of 2nd book 10%

2 page reaction paper. Due 4/5.

6. Letter to the Editor Assignment 5%

You should start reading the op-ed columns in the Star Ledger and New York Times (as students, you get a cheap online rate for the NYT). You will pick a random social or political topic (does not have to be social work related). You will let me know the topic and your stance on it in writing. Then, you will write a letter to the editor of the Star Ledger (whether or submit them to the Ledger (or Targum) is up to you) advocating the *opposite* of the position you believe in. You must back up your arguments with data and reasoned argument. One week later, you will hand in another letter to the editor. This letter will advocate your position on the issue you picked. Once again, use data and reason. 1st piece is due the week of April 12. 2nd piece is due the week of April 19. 2 extra credit points on final grade if a paper (of note...I accept the Targum) prints your op-ed.

7. Attendance/Participation 5%

Everyone is allowed 2 absences (excused or unexcused). After that, they affect your grade. Being late affects it too. Being on the computer or your phone doing other things affects it also.

8. Final 20% April 26

VII. Grading

A	93-100	C+	78-82
B+	88-92	C	70 - 77
B	83-87	F	69 and below

VIII. Course Evaluation

There will be an anonymous University-wide evaluation to be completed by students in the next to last class session. The University might also choose to conduct a mid-point evaluation. I also appreciate reviews on ratemyprofessor.

IX. Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

X. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 848-932-2847. Students must have a letter of

accommodation from the Office of Disability Services in order to receive accommodations.

XI. Cellphones, computers (facebook) and group work.

a) Turn your cell phone on off or silent during class. It is extremely disrespectful to have it go off during class (or at a restaurant or the movies for that matter).

b) You may have your computer on in class and take notes. I understand that you may browse and look at other things, as you may get bored by your professor or classmates. I will be extremely annoyed if you are looking at facebook, TMZ or pornography in class.

c) I do not assign group work. I worked on a second Masters between the fall of 2011 and the spring of 2015, and I found that it is extremely difficult to find time to meet with people and get them to do work. Group work does teach you about the difficulty of working with other people, and that is something you will find in the working world, but I expect that you've already had enough group work experience in school at this point. This is the gift that stems from experience and reason.

XII. My Goals For Class

- 1) To improve students' writing skills
- 2) To improve students' presentation skills
- 3) To give students a strong background in substance abuse and criminal justice issues
- 4) To expose students to a variety of other professional social workers
- 5) To give students a familiarity with ethics
- 6) To ensure that students understand the importance of documentation and consultation
- 7) To ensure that students understand the importance of having a self-care plan
- 8) To have a healthy relationship with students
- 9) To serve as a role model for students
- 10) To have at least 10% of the class view me as the best instructor they ever had

X. Course Outline

SPECIAL NOTE: Reading assignments and journal questions may change. Instructions in class should be followed instead of the syllabus.

Week 1 Introduction to the Seminar 1/17

Overview of course/Syllabus Review
Professor Background
Advice to Social Workers
DSM-IV-TR/DSM V
George Orwell

Readings:

Gambrill, Prologue and Chapter 1, "Social Work: an introduction," pp. 3-16
Orwell "On Politics and Prose"
Greenagel "So You Want To Be A Therapist"
Gopnik "Caging of America"
"Are You Suffering Work Burn Out"

Journal: Reaction to Orwell

Week 2 The Criminal Justice System 1/25

Discuss Orwell article
Discuss Gambril 3 – 16
Discuss Gopnik
Book Evaluations - Eric Arauz book
Criminal Justice System

Readings:

Gambrill & Gibbs, "The Role of Critical Thinking in the Helping Professions and its Relationship to Evidence-Informed Practice", pp. 26 – 33, 40 – 46 (know what pseudoscience and quackery are)
Prison Industrial Complex in The Atlantic
Greenagel "A Huge Roadblock to Criminal Justice Reform"
<http://greenagel.com/a-story-of-addiction-incarceration-recovery-and-redemption/>

Journal: Reaction to prison articles

Week 3 Criminal Justice System, Part 2 1/31

The Importance of Supervision

Discussion about prison articles
Discussion Grambrill 26 -33, 40 - 46
Counseling Skills
Healthy Relationships w/Clients
Supervision
 What is effective supervision?
 What does it look like?
 Who is qualified to supervise?
Review Presentation Guidelines
Sign up for Presentations
Model presentation on needle exchange

Readings:

Gambrill and Gibbs, "Recognizing Propaganda in Human-Services Advertising: The Importance of Questioning Claims", Part 2, pp. 65 – 70.

NASW on Supervision:

<http://www.socialworktoday.com/archive/EoEJanFeb09.shtml>

Journal: What is the biggest mistake you've made in your nascent social work career so far? What happened? Did you discuss it with a supervisor? What would you have done differently?"

Week 4 Self Care, Mental Health Counseling and Case Management 2/7

Discuss Supervision article
Discuss Gambrill's propaganda reading
Case management
 Aspects
Mental Health Work
 Levels of Care
 Most common diagnosis
 Non-medication remedies
Self Care
 Group Exercise

Presentations

Readings:

Ethics article
NASW Code of Ethics.
Gambrill, pp. 73 – 79
 Pick your agencies website/brochure or a competitors and complete the exercise

Journal: Describe your field placement

Week 5	Propaganda and Ethics	2/14
	Discuss Propaganda Exercise What is Success Extra Credit Book Availability Potential Social Work Fields to work in Ethics Lesson Ethical Dilemmas	
	Presentations	
	Readings: Gambrill, pp 79 – 83 Watch Scared Straight Video on youtube. Then read research on Scared Straight and DARE. Then complete assignment	
	Journal: Reaction to DARE, Scared Straight and other programs	
Week 6	No class	2/21
	Work on Arauz paper Work on Journals Work on Presentations	
	Due: Reaction Paper to Eric Arauz's <u>An American Resurrection</u>	
	Readings: Gambrill, pp 141 – 147 (know those terms)	
	For next week: complete exercise on pg. 223 on your agency	
Week 7	Macro Social Work	2/28
	Frederick Douglass Success Review – Discuss exercise from pg. 223 Scared Straight and D.A.R.E Guest Speaker	
	Readings: http://greenagel.com/the-decriminalization-of-marijuana/	

“Some Patients Die”
“Long Term Outcomes”
“Con Artists and Grifters”

Journal: Have you dealt with an ethical dilemma yet? If so, what was it and did you do?

Week 12 Strengths & Resiliency 4/4

2nd book review due

Confessions of a Spoilsport
Strengths Perspective
Resiliency
Avoiding Religious Bias
Students pick from a variety of topics

Presentations

Journal: Have you ever disliked a client? Why? What did you do? Who or what are you biased against? What population would you have a hard time working with?

Week 13 Macro, International and Prevention Social Work 4/11

Letters to the Editor Due

Drown
Why you should join NASW
Stages of Change

Presentations

Journal: List 5 role models and why. Pick one of them and write about them in detail.

Week 14 Individual and Group Work 4/18

Jackie Robinson
Letters to the Editor Due
Pros and Cons of Individual & Group Work
How To Run a Group
Co-Facilitation?
Multi-family group
Activities vs. Process vs. Psychoeducation

Use of self to present information
Healthy Relationships
Fair and Unfair fighting

Presentations

Journal: What worked in this course? What didn't work in this course? What should the professor do differently? How would you teach the course? More reading? More projects? What?

Week 15 Winding Down & Moving On 4/25

Final Exam

Thank You and OK! And Notes From a Small Island

Collect journals and work

Extra credit books due May 1

The importance of travel and education

Sleep

Financial training

Last words