Texas State University  
Part-Time Faculty Excellence in Teaching Award  
Nomination Form

Name  Stacie McGee, LMSW-IPR  
Net ID  sm60

Department  School of Social Work  
College  Applied Arts

Current TXST teaching appointment FTE%  75

Number of long semesters of TXST teaching at 50% or more FTE  13

Statement of Teaching Philosophy (300 words maximum):

I am teaching my future colleagues. The majority of students who enroll in the classes I teach either desire to be professional social workers or work in another closely-related field. It is my privilege to introduce them to the profession that I fell in love with when I was a student at SWT, over twenty years ago. I teach primarily pre-major classes; if the students with whom I come in contact with do not learn the foundation of our profession, I am doing them a dis-service by not preparing them for the rigorous requirements once they are accepted into the School of Social Work. Furthermore, I am failing to meet the needs of the clients with whom they will come into contact by failing to prepare them for hands-on practice. I replicate this belief in the Study Abroad courses I teach; the goal is to create life-long global learners who understand the implications of our profession, internationally.

Social workers are required, by law, to complete 15 hours of continuing education each year, 3 of which are in ethics. I use this new knowledge to teach the basics of micro, mezzo and macro level practice while engaging in timely experiential exercises and teachable moments in the classroom. Classes are large group discussion, with textbook content power points as guides. They include relevant video, games and group exercises, real-life ethical dilemmas, guest speakers from the community and current events discussions. Students share life experiences where relevant, and peers listen, reflect and respond with professional courtesy. This combination of teaching strategies promotes critical thinking and builds the foundation for students to use the values built into our professional Code of Ethics (service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence), even as they complete introductory courses.
Stacie McGee, LMSW-IPR  
Texas State University-San Marcos Vita

I. ACADEMIC AND PROFESSIONAL BACKGROUND

A. Name: Stacie McGee  
   Title: Adjunct Faculty

B. Educational Background

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<tr>
<th>Degree</th>
<th>Year</th>
<th>University</th>
<th>Major</th>
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<tbody>
<tr>
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<td>Our Lady of the Lake</td>
<td>Social Work</td>
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<td>BSW</td>
<td>1992</td>
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<td>1992</td>
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C. University Experience

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<td>Adjunct Social Work Faculty</td>
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<td>8/07-present</td>
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<td>Texas State University-San Marcos</td>
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<td>10/06-9/09</td>
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<td>Texas State University-San Marcos</td>
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D. Relevant Professional Experience

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<tr>
<td>Social Worker/Case Manager</td>
<td>Cole Pediatric Therapies, San Marcos, Texas</td>
<td>October 2007-present</td>
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<td>San Marcos CISD PEP Program. San Marcos, Texas</td>
<td>January 2001-August 2006</td>
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<tr>
<td>Development Specialist</td>
<td>Southwest Key Program, Inc. Austin, Texas.</td>
<td>June 2000-Dec 2000</td>
</tr>
<tr>
<td>Quality Control Manager</td>
<td>Southwest Key Program, Inc., Austin, Texas</td>
<td>April 1997-June 2000</td>
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<tr>
<td>Program Director</td>
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<td>Nov 1995-Dec 1997</td>
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II. TEACHING

A. Teaching Honors and Awards:

Spring 2014 Nominee - Part-Time Faculty Excellence in Teaching Award

Spring 2014 Alpha Chi National College Honor Society Favorite Professor Award

Spring 2011 Alpha Delta Pi Favorite Professor Award

Fall 2008 Alpha Delta Pi Favorite Professor Award

B. Courses Taught:

Undergraduate:  SOWK 1350 Intro to Social Work
                SOWK 2375 Social Services in the Community
                SOWK 3305 Human Behavior in the Social Environment
                SOWK 4356 Professionalism in Social Work - taught as part of Texas State in Canterbury Study Abroad
                SOWK 4360 – Directed Study - taught as part of Texas State in Canterbury Study Abroad
                SOWK 3339 - taught as part of Texas State in Canterbury Study Abroad; courses include:
                    • Comparative Communication Styles for the Human Services
                    • Comparative Ethics in Social Work and Criminal Justice
                    • Communication Styles for School Social Workers and Teachers
                    • Comparative British and American Social Work Services to Aging Populations
                    • Ethical Considerations in Social Work with People with Disabilities
                    • Comparative British and American Social Work Services to Homeless Populations
                    • British Social Work Services in Child Welfare
                    • Social Services to Domestic Violence Survivors in the UK
                    • Social Services to Immigrants and Asylum Seekers in the UK
                    • Social Services to Aging Populations in the UK
                    • Social Services to People Living with Addictions in the UK
                    • Social Services to Veterans, Service Personnel and Families in the UK
                    • Comparative British and American Social Work Ethics
                    • Social Services to Victims of Trafficking in the UK
                    • Social Services to Cancer Survivors in the UK
                    • Social Services to teens labeled as Runaways in the UK

Graduate:  SOWK 5339 - taught as part of Texas State in Canterbury Study Abroad; Courses include:
            • Comparative Ethics in Social Work and Criminal Justice
            • Ethical Administration for the Human Services

Stacie McGee, Updated 3/17/2014
B. Courses Prepared and Curriculum Development:

Undergraduate:  SOWK 3339 - taught as part of Texas State in Canterbury Study Abroad; courses include:
• Comparative Communication Styles for the Human Services
• Comparative Ethics in Social Work and Criminal Justice
• Communication Styles for School Social Workers and Teachers
• Comparative British and American Social Work Services to Aging Populations
• Ethical Considerations in Social Work with People with Disabilities
• Comparative British and American Social Work Services to Homeless Populations
• British Social Work Services in Child Welfare
• Social Services to Domestic Violence Survivors in the UK
• Social Services to Immigrants and Asylum Seekers in the UK
• Social Services to Aging Populations in the UK
• Social Services to People Living with Addictions in the UK
• Social Services to Veterans, Service Personnel and Families in the UK
• Comparative British and American Social Work Ethics
• Social Services to Victims of Trafficking in the UK
• Social Services to Cancer Survivors in the UK
• Social Services to teens labeled as Runaways in the UK

Graduate:  SOWK 5339 - taught as part of Texas State in Canterbury Study Abroad; courses include:
• Comparative Ethics in Social Work and Criminal Justice
• Ethical Administration for the Human Services

III. SCHOLARLY and CREATIVE WORK

A. Edited Books


B. Works not in Print

1. Papers Presented at Professional Meetings:


2002  NASW/Texas State Conference, Poster Session, November 2002 “Evaluating Your School-Age Parenting Program-Establishing a Baseline”
2001  NASW/Texas State Conference, Poster Session, November 2001 “PWI/PEP – An Interdisciplinary Approach to Student Retention”

1997  NASW/Texas State Conference, Session Presentation, November 1997 “Aging in Place: The Elderly Alternative”


2. Invited Talks, Lectures, Presentations:

2010-present  Guest Trainer - Hays County Alternative Dispute Resolution Center Family Law Training, San Marcos, Texas, “Family Dynamics”; “Psychological Effects of Divorce on Children”; “Blended Families,” “Mediation and Poverty Populations”, “Mediation and Ethics”.

1996-2007  Guest Lecturer – Texas State University-San Marcos, School of Social Work

2002  Perinatal Outreach Seminar, April 2002 “Community Resources for Parenting Families”- Panel Member

3. Consultancies:

Aug. 2012  Leadership Retreat Planner and Consultant to San Marcos High School Choir Council

June 2008  Social Work consultant to San Marcos Housing Authority Kids Against Drugs (KAD) Program


2005  Video Training Consultant, Texas Department of State Health Services, Children and Pregnant Women Training Video.

Fall 2001  Video Training Consultant, Texas Department of State Health Services, Children and Pregnant Women Training Video.

4. Workshops:


2010  NASW/Texas State Conference, October 2010, “Mediation – An Interest-based Conflict Resolution Approach”

2010  Texas Network of Youth Services (TNOYS), June 2010, “Dispute Resolution Skills for Teens”

Stacie McGee, Updated 3/17/2014

2007  NASW/Texas State Conference, October, 2007- “Case Management – A Supervision Tool for Interns and Faculty”

2006  NASW/Texas State Conference, October 2006- “NASW Standards in Case Management”


2003  Texas Association Concerned with School Age Parenthood, November 2003 “Case Management for Teen Parents and Pregnancy”


1992  National Association of Partners in Education-February, 1992 “PATH Mathematics-It takes a whole village to raise a child”

5. Other Works not in Print:
   a. Works “submitted” or “under review”
   b. Works “in progress”
   c. Other works not in print

IV. SERVICE

A. Institutional:
   1. University:
      2010-present  Faculty Advisor, Texas Freedom Network Student Chapter at Texas State University
      2009-present  Allies of Texas State Ally

   2. College:
      2008-present  Texas State University School of Social Work Liaison to Christ Church University, Canterbury, England for Development of Texas State Social Work Internship sites
      2008-present  Texas State University School of Social Work Liaison to various agencies and government programs in the United Kingdom for development of volunteer and internship sites
      2006-2009  Dean of Liberal Arts Representative to Graduate Student Council

   3. Departmental:
      2011-2012  BSW Leadership Committee, Texas State University School of Social Work
      2005  Sociology Field Supervisor, Department of Sociology
      1996-2006  Adjunct Clinical Faculty (Field Supervisor for Interns and Volunteers), School of Social Work
      August 1997-2000  Field Instructor, Our Lady of the Lake University, School of Social Work, San Antonio.
      January 1997-2000  Field Instructor, University of Texas at Austin, School of Social Work.

B. Professional:

   2013-present  NASW/Texas State Conference Planning Committee Local Liaison. Austin, Texas.
   2013  Current Adult/Infant/Child CPR and First Aid certified.
January 2012-present – Board Member, Hays County Extension Agency, San Marcos, Texas. October 2013-present – Secretary.

January 2010 – December 2011, Board Member, February 2010- December 2011 – Vice-President, Hays County Alternative Dispute Resolution Center, Inc., San Marcos, Texas.

2009, Certificate in Mediation from Texas State University.

January 2009-April 2009, San Marcos CISD PEP Program 20th Anniversary Planning Committee Member.


January 2004- August 2006, Member CPW Provider Workgroup, Texas Department of State Health Services.

June 2003- 2006, Member of the NASW/Texas Steering Committee on School Social Work.


November 2003- 2005, Member, Hays County Family and Consumer Sciences Advisory Board.

December 2002-January 2004, Member Board of Directors, San Marcos Youth Service Bureau, San Marcos, Texas.

2001 - present, Abstract Reviewer, NASW/Texas.

December 1994-August 1996, Vice-President- Board of Directors, Hays County Crisis Hotline, San Marcos, Texas.


Stacie McGee, Updated 3/17/2014
C. Community:


March 2013 - Volunteer, Day of the Young Child, Greater San Marcos Youth Council, San Marcos, Texas.

August 2012 – present, Member, Goodnight Middle School Athletic Girls Booster Organization, San Marcos, Texas.

March 2012 – Volunteer, Day of the Young Child, Greater San Marcos Youth Council, San Marcos, Texas.


August 2009 – August 2011, Member, August 2010 – August 2011, Treasurer, Goodnight Middle School Athletic Boys Booster Organization, San Marcos, Texas.

August 2009 – May 2014, Member, Goodnight Middle School Parent – Teacher Organization, San Marcos, Texas.


Stacie McGee, Updated 3/17/2014

Fall 2001 – May 2010, DeZavala Parent Representative to San Marcos Advocates for Gifted Education (SAGE).


September 1999-May 2000, Room Representative to Parent Association, Texas State University Child Development Center, San Marcos, Texas.

September 1998-August 1999, Parent Representative to Board of Directors for Kids of the Kingdom Child Development Center, San Marcos, Texas.

D. Service Honors and Awards:

October 2013 – Legacy Circle – Bobcat Pride Scholarship Foundation.

April 2012- SMCISD Outstanding Volunteer Honoree – San Marcos, Texas.

E. Service Grants and Contracts:

F. Organizations

1. Professional:

Texas State Board of Social Work Examiners, #22977; Effective 06/08/1994; Exp. 11/30/2014
Recognition for Non-Clinical Independent Practice since 2007. Requires 15 hours approved social work continuing education every year, including 3 hours in professional ethics every year.

Licensed Master Social Worker (LMSW) since May 1994

Notary for the State of Texas 1995-2007

National Association of Social Workers since 1991
UNDERGRADUATE SYLLABUS FOR

SOWK 1350
Introduction to Social Work

All information on Syllabus is Subject to Change

Information about the Instructor
Name: Stacie McGee, LMSW-IPR
Office Location: HPB 235B
Office Hours: T/TH 10:30-12:15 and by appointment
Office Telephone(s): (512) 245-2592
Instructor's email: sm60@txstate.edu

Information about the Course
Time, Days, and Location of Class:
M/W/F @ 9:00 in HPB 214 and T/H @ 12:30 in HPB 213
Semester and Year: Fall 2013
Course Summary: This introductory survey course includes the nature, function, and various types of social work practice, acquainting the student with the history, scope, and values of the profession. There are no prerequisites for the course.
Credit Hours and Format of Course: 3 credit hours/lecture
Date of School's Last Review of this Syllabus: May 2010

Textbooks: Mandatory

   This text is also the text for SOWK 2375.


Textbooks: Optional

Course Learning Aims
This course provides undergraduate students with an overview of the complex field of social work. As the first course in the BSW curriculum, SOWK 1350 supports the mission of the School of Social Work to prepare social work practitioners for work with vulnerable, marginalized, and often forgotten people who are typically aided by public services.

Upon successfully completing this course, the student will be able to:
1. Articulate the values of the social work profession, as identified in the Codes of Ethics of the National Association of Social Workers (NASW) and the Code of Conduct of the Texas State Board of Social Worker Examiners;
2. Understand the history of social work practice, and how social policy affects social work practice and issues of social and economic justice;
3. Apply an ecological systems model in examining social problems;
4. Demonstrate an awareness of the many different areas in which social workers practice;
5. Recognize and address prejudice based on gender, age, ethnicity, sexual orientation, religion, class, and mental or physical disabilities;
6. Use knowledge from empirical research in critically examining social issues.

Student Competencies Focused on in This Course

2.1.1 IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESelf ACCORDINGLY
Social workers serve as representatives of the profession, its mission, and its core values.
They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

Student Practice Behaviors
- Advocate for client access to the services of social work.
- Demonstrate professional demeanor in behavior, appearance, and communication.
- Use supervision and consultation.
  - Curriculum location: Interview Papers
- Practice personal reflection and self-correction to assure continual professional development.
- Attend to professional roles and boundaries.
- Engage in career-long learning.
  - Curriculum location: Connections Papers

Student Competencies Supported in This Course
2.1.2 Apply social work ethical principles to guide professional practice
2.1.3 Apply critical thinking to inform and communicate professional judgments
2.1.4 Engage diversity and difference in practice
2.1.5 Advance human rights and social and economic justice
2.1.7 Apply knowledge of human behavior and the social environment
2.1.9 Respond to contexts that shape practice

SOWK 1350: Introduction to Social Work
Student Outcome Measures
Practice behaviors are measured by 3-6 methods at different times during students' enrollment in the program. Methods include a self-efficacy survey, field evaluation, grades, focus groups, poster presentations, and an alumni survey. Please see the school website for further details on how we measure practice behaviors and ensure that all students achieve social work competencies.

How Students Demonstrate They Have Achieved Practice Behaviors
The course is organized around five major topic areas:
1. The Social Work Profession and its Values
2. History of Social Work Practice
3. Overview of Theory and Intervention Models
4. Fields of Social Work Practice (such as child welfare, public health, aging, mental health, school social work, military social work, prison social work, etc.)
5. Social Work with Diverse and Vulnerable Populations (such as ethnic minorities, the poor, women, children, older adults, people with disabilities, sexual minorities, people living with AIDS/HIV, etc.).

*INTERVIEW 1
Interview, face-to-face, five (5) people who are not current or former social work students. None of these interviewees may be social work professionals.

Part I
1. Ask each the following question: "In your opinion, what do social workers do?"
2. Write down their answers. Indicate the gender, approximate age, and basic background of each interviewee. (Simple Example: Female, mid 40's, clerk at Payless. "I think that social workers give out food stamps.")
3. Answers may be longer and more involved. Try to get down all that interviewees say.
4. Thank the person and give the person the Social Work Profession Handout (located on TRACS)

Part II
1. Type a one-page summary describing what it was like to do this assignment and summarize your thoughts and feelings about what interviewees said.
2. Use the Example List of Feeling Words found on the TRACS site.
3. Use the following Style Guide:
a. All written work must be submitted on 8.5 by 11 inch paper.
b. The paper must be double-spaced with one inch margins.
c. The paper must be typed in 12 point Arial, Courier, or Times New Roman font.
d. Do not submit a coversheet. Simply type your name and the title of the assignment in the header of each page.
e. Do not use excessive titles, headings or footers with class name, faculty name, date, etc.
4. You must attach your ORIGINAL interview and interview notes to your summary.
5. You must attach a blank copy of the Out-of-Class Report Grading Guide to the back of all your assignments for grading purposes - See TRACS "General Resources" under "Resources" tab.

6. BE PREPARED TO DISCUSS YOUR FINDINGS IN CLASS.

*Core Assignment for Measuring Practice Behaviors

**INTERVIEW 2**
Identify and set up interviews with two professional social workers. Though you cannot interview the professor of this course, you may interview other professors. You may go to the following website to find a social worker anywhere in the United States to complete this assignment [http://www.helpstartshere.org/find-a-social-worker](http://www.helpstartshere.org/find-a-social-worker) or to find one specifically in Texas, go to [http://www.dshs.state.tx.us/socialwork/sw_rosters.shtml](http://www.dshs.state.tx.us/socialwork/sw_rosters.shtml) (here, you can even sort by city). One interview must be face-to-face. One of the two interviews may be done on the phone or by email. Failure to have one face-to-face interview may result in ½ credit. Your interviewee must sign your notes to prove the interview was in person. You may also attach the interviewee’s business card. If the interview was by email, you must attach the ORIGINAL email exchange.

DO NOT PROCRASTINATE ON THIS ASSIGNMENT. YOU ARE POTENTIALLY CONTACTING SOME VERY BUSY PEOPLE. YOU CANNOT EXPECT TO GET ON THEIR CALENDAR OR HAVE THEM RESPOND TO YOUR PHONE MESSAGE OR EMAIL 24 HOURS OR EVEN A WEEK BEFORE THE PAPER IS DUE. YOU HAVE TO WORK AROUND THEIR SCHEDULES. THEY ARE THE PROFESSIONALS AND THEY ARE DOING YOU A FAVOR. PLAN AHEAD TO ALLOW PLENTY OF TIME TO GET A GOOD INTERVIEW AND HAVE TIME TO WRITE A QUALITY PAPER.

1. Your first three questions should be:
   a. What is your name?
   b. What is/are your degree(s)?
   c. What are your licenses and credentials?

2. If after asking question 1b and 1c, you learn this person has neither a social work degree, nor a license to practice social work, THIS PERSON IS NOT A PROFESSIONAL SOCIAL WORKER AND YOU MUST FIND SOMEONE ELSE TO INTERVIEW

3. Interview the interviewees about his/her work, and how the person got into social work. Ask about what you are curious about. Ask the interviewees what they want to tell you about their career and social work. Ask them what educational and professional advice they have for you.

4. Summarize their answers as well as your thoughts and feelings about the interview and the content of what they said in a 2-PAGE typed paper. Focus more on your reactions and connections, less on summarizing the interviews.

5. Attach the 2-page paper to your ORIGINAL interview notes or email interview.

6. Use the Example List of Feeling Words found on the TRACS site.

7. Use the following Style Guide:
   a. All written work must be submitted on 8.5 by 11 inch paper.
   b. The paper must be double-spaced with one inch margins.
c. The paper must be typed in 12 point Arial, Courier, or Times New Roman font.
d. Do not submit a coversheet. Simply type your name and the title of the assignment in the header of each page.
e. Do not use excessive titles, headings or footers with class name, faculty name, date, etc.

8. You must attach a blank copy of the Out-of-Class Report Grading Guide to the back of all your assignments for grading purposes - See TRACS "General Resources" under "Resources" tab.

9. BE PREPARED TO DISCUSS YOUR FINDINGS IN CLASS.

*Core Assignment for Measuring Practice Behaviors

*Connections Papers #1 & #2
These assignments are based on readings in Grobman. You will be assigned a "Part" of the Grobman book for each Connections Paper. You must read all of the "chapters" within your assigned parts in order to complete this assignment.

1. Type a 2-page, first-person narrative, using the following guidelines.
2. Briefly summarize the reading (approximately 1 short paragraph).
3. Type the rest of the paper as a personal reflection on thoughts or ideas the reading generated. You may relate to prior work or life experiences, beliefs/values that you hold, people you have known, or awareness about yourself and your career aspirations.
4. Use the Example List of Feeling Words found on the TRACS site.
5. YOUR ASSIGNMENTS ARE DUE THE WEEKS YOUR TOPICS ARE ON THE SYLLABUS
6. Use the following Style Guide:
   a. All written work must be submitted on 8.5 by 11 inch paper.
   b. The paper must be double-spaced with one inch margins.
   c. The paper must be typed in 12 point Arial, Courier, or Times New Roman font.
   d. Do not submit a coversheet. Simply type your name and the title of the assignment in the header of each page.
   e. Do not use excessive titles, headings or footers with class name, faculty name, date, etc.
   f. All quotations, paraphrases, and summaries must be documented using APA parenthetical citation.
   g. Attach a "Works Cited" page, listing all of the sources for the essay. The listings must follow APA style. IF IT IS ON THE WORKS CITED PAGE, IT MUST BE CITED IN THE TEXT AND VICE VERSA!!!
   h. Make sure you look at how to cite an author within an edited work for your Connections papers.

7. The Out-of-Class Report Grading Guide will be used for all assignments for grading purposes – See TRACS "General Resources" under "Resources" tab.

8. BE PREPARED TO DISCUSS YOUR FINDINGS IN CLASS.

*Core Assignment for Measuring Practice Behaviors
CURRENT EVENTS CONNECTIONS PAPER – EXTRA CREDIT
TURN IN ANYTIME AFTER EXAM 1 AND BEFORE THE LAST DAY OF CLASS

1. Individually review a recent (no more than 6 months old) media piece or article from any written media source (newspaper, magazine, journal, website like msn.com or Google News, University Star, etc.).

2. Select a topic relevant to the social work profession, such as ethical dilemmas, special populations, social work issues or problems, diversity or social justice. **USE THE KNOWLEDGE YOU GAINED IN CHAPTERS 1-5 IN THE K-A TEXT AND BE SPECIFIC!!**

3. Type a 2-page paper which includes the following:
   a. **Briefly summarize the item you reviewed** (approximately 1 paragraph).
   b. **Analyze the principal themes**, incorporating social work values and ethics.
   c. **Apply theory to practice** (i.e., **What a social worker could do in this situation-BE SPECIFIC**).
   d. **USE THE KNOWLEDGE YOU GAINED IN CHAPTERS 1-5 IN THE K-A TEXT AND BE SPECIFIC!!**
   e. **YOU MUST ATTACH A COPY OF THE MEDIA PIECE/ARTICLE TO YOUR PAPER**

4. Use the Example List of Feeling Words found on the TRACS site.

5. Use the following Style Guide:
   a. All written work must be submitted on 8.5 by 11 inch paper.
   b. The paper must be double-spaced with one inch margins.
   c. The paper must be typed in 12 point Arial, Courier, or Times New Roman font.
   d. **Do not submit a coversheet. Simply type your name and the title of the assignment in the header of each page.**
   e. **Do not use excessive titles, headings or footers with class name, faculty name, date, etc.**
   f. **All quotations, paraphrases, and summaries must be documented using APA parenthetical citation.**
   i. **Attach a "Works Cited" page, listing all of the sources for the essay. The listings must follow APA style. IF IT IS ON THE WORKS CITED PAGE, IT MUST BE CITED IN THE TEXT AND VICE VERSA!!**

6. The Out-of-Class Report Grading Guide will be used for all assignments for grading purposes – See TRACS “General Resources” under “Resources” tab.

7. **BE PREPARED TO DISCUSS YOUR FINDINGS IN CLASS.**

POP CULTURE CONNECTIONS PAPER – EXTRA CREDIT
TURN IN ANYTIME AFTER EXAM 1 AND BEFORE THE LAST DAY OF CLASS

1. Individually review a video, DVD or current movie, TV show, book, article, song, etc. through the eyes of a social worker.

2. Select a topic relevant to the profession, such as special populations, social work issues or problems, diversity or social justice. **USE THE KNOWLEDGE YOU GAINED IN CHAPTERS 1-5 IN THE K-A TEXT AND BE SPECIFIC!!**

3. Type a 2-page paper which includes the following:
   a. **Briefly summarize the item you reviewed** (approximately 1 paragraph).
   b. **Analyze the principal themes**, incorporating social work values and ethics.
c. Apply theory to practice (i.e., What a social worker could do in this situation-BE SPECIFIC).

d. USE THE KNOWLEDGE YOU GAINED IN CHAPTERS 1-5 IN THE K-A TEXT AND BE SPECIFIC!!

e. IF THE PIECE IS A POEM OR A SONG, YOU MUST ATTACH A COPY OF THE TEXT OR LYRICS TO YOUR PAPER

4. Use the Example List of Feeling Words found on the TRACS site.

5. Use the following Style Guide:
   a. All written work must be submitted on 8.5 by 11 inch paper.
   b. The paper must be double-spaced with one inch margins.
   c. The paper must be typed in 12 point Arial, Courier, or Times New Roman font.
   d. Do not submit a coversheet. Simply type your name and the title of the assignment in the header of each page.
   e. Do not use excessive titles, headings or footers with class name, faculty name, date, etc.
   f. All quotations, paraphrases, and summaries must be documented using APA parenthetical citation.
   j. Attach a "Works Cited" page, listing all of the sources for the essay. The listings must follow APA style. IF IT IS ON THE WORKS CITED PAGE, IT MUST BE CITED IN THE TEXT AND VICE VERSA!!

6. The Out-of-Class Report Grading Guide will be used for all assignments for grading purposes – See TRACS “General Resources” under “Resources” tab.

7. BE PREPARED TO DISCUSS YOUR FINDINGS IN CLASS.

**EXAMS I AND II**

There are 2 exams, consisting of 50 questions each during the semester.

1. Exams are objective, consisting of fill in the blank, multiple-choice, true/false, matching, and/or short answer items.

2. They are based primarily on readings from both texts, power point presentations and class discussion/lecture/guest speakers.

### Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview 1</td>
<td>50 points</td>
</tr>
<tr>
<td>Interview 2</td>
<td>50 points</td>
</tr>
<tr>
<td>Connection Papers (2 worth 50 points each)</td>
<td>100 points total</td>
</tr>
<tr>
<td>Exam 1</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100 points</td>
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<td><strong>Total</strong></td>
<td><strong>400 points</strong></td>
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Using a 400-point system, final course grades are determined on this schema:

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>360-400</td>
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<td>B</td>
<td>320-359</td>
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<td>C</td>
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<td>D</td>
<td>240-279</td>
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A LATE ASSIGNMENT RESULTS IN A 5 POINT DEDUCTION PER WEEK THAT IT IS LATE
Teaching Methods

Students learn in this course through lecture, class discussion, assigned readings, homework assignments, guest speakers, small group exercises & projects, videos and examinations.

Course Logistics

A. Conduct/ Civility – Each student is accountable for abiding by the tenants of required conduct outlined in the Official University Student Handbook, the NASW Code of Ethics, and the Texas Board of Social Worker Examiners Code of Conduct. Our class should be a comfortable learning environment that enhances student learning. Please ensure that cell phones are silenced during class sessions. Refrain from private discussions or other disruptive behavior in class. When students voice opinions with which you do not agree, feel free to voice opinions in a polite and civil manner so that the class can have a free flow of ideas.

B. Investment in Learning - Each student is expected to be invested in learning, as demonstrated by attitude, attention, and attendance. Specifically, each student is expected to attend class regularly, stay awake and alert, submit assignments on time, participate in all class activities, seek help when necessary, and treat others with respect.

C. Communication Skills - Communication is a critical element in any pre-professional course. Students should take every opportunity to improve both verbal and written communication. All written work is expected to be well-composed using proper grammar. Papers are to be typed, double-spaced, in APA style, using non-racist and non-sexist language, with sufficient references to support the student’s thesis and ideas in the paper. Contact the Writing Lab at 5-3018 for help. The Pocket Style Manual is an optional text to assist in writing papers.

D. Academic Honesty - Social workers must demonstrate high standards of integrity. Students in social work classes must also demonstrate high standards of integrity. You must do your own work on all assignments. The School of Social Work and University strictly enforce policies on academic honesty. You must read and abide by the academic honesty policies as stated in the Texas State University Student Handbook. If you have any questions or reservations about this policy or your obligations under it, see the instructor or advisor immediately.

E. Special Accommodations - Students who have special needs or disabilities and who require accommodations to complete this course must notify the Texas State Office of Disability Services no later than the first week of class. If a student fails to notify that office on a timely basis, the professor may be unable to honor the request for accommodation.
F. Attendance - Class attendance is important in any course. In a pre-professional course, attendance is critical; it is a demonstration of your acceptance of professional responsibilities. In this class, you are allowed one (1) free absence. No notes or excuses of any kind are necessary following the free absence. After the free absence, only absences officially documented through the Office of the Associate Dean of Students will be accepted as excused. For each unexcused absence, I will deduct five (5) points from your final grade. An absence is defined as being at least 15 minutes late for class. If you arrive after roll has been called, it is your responsibility to tell the instructor after class that you are present. Absences will be calculated at the end of the semester and subtracted from your final number of points earned.

G. Guest Speakers. We will have guest speakers visit the class throughout the semester. The attention and respect of all students is expected during these events. Failure to show professional respect during guest speakers (i.e., side bar conversations, getting up to leave the room during the speaker’s presentation, doing work for another class, working on computer, etc.) may result in an absence for the class period. Our guests are busy professionals who have agreed to give us time without compensation (and they had to try to find a parking spot to come visit us). Please offer them the respect they deserve.

H. Electronic Devices. Computers, IPads, IPhones, etc. may be used to take notes for class or to follow along during the lectures and discussions. Using your electronic devices for something other than class-related work for this class, during this class (i.e. doing homework for another class, checking email, texting, surfing the web, etc.) will result in an absence.

I. Extra Credit. Extra credit assignments may be offered throughout the semester. When extra credit opportunities are presented, they will be announced on the class TRACS site, along with their respective deadlines. No late extra credit assignments will be accepted for any reason. You may earn UP TO 50 points extra credit. HOWEVER, if you fail to turn in any assignment or if you miss an exam, you forfeit all extra credit points. In other words, you may not use extra credit points in place of a required paper or exam. All extra credit points earned will be added to the final number of points earned in the class.

J. APA Style Documentation - Professional social work writing includes the ability to express yourself and the thoughts, theories, and research of others in your work. In the social work profession, APA Style (American Psychological Association) is most commonly used to cite sources. All assignments in this class must include APA Style documentation where needed. You may purchase Hacker, D. (2012, 6th edition). A Pocket Style Manual. Boston, MA: Bedford/St. Martin’s which provides you with a working knowledge of this documentation style and/or you may visit one of the following sites for assistance:

- [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/), a site designed and maintained by The Writing Lab & The OWL at Purdue and Purdue University. [http://libguides.txstate.edu/content.php?pid=171200&sid=1441531](http://libguides.txstate.edu/content.php?pid=171200&sid=1441531)
- [http://www.txstate.edu/slac/](http://www.txstate.edu/slac/)
- [http://www.writingcenter.txstate.edu/](http://www.writingcenter.txstate.edu/)
Overview

COURSE OUTLINE

WEEK 1 (January 13-17)

Learning Theme and Concepts:
1. Overview of the course material
2. Education and a career path in Social Work
3. Skills related to the profession
4. Conceptualization of Social Welfare Programs

Assigned Readings:
1. Social Work Profession Handout (See TRACS)

Learning Opportunities:
1. In class exercise: Engaging and getting acquainted
2. In class exercise: What is social work?
3. Discussion on utilizing TRACS and downloading Syllabus
4. Video
5. Class lecture and discussion

WEEK 2 (January 20-24) (No Class Monday, January 20 = MLK Holiday)

Learning Theme and Concepts:
1. History of the Profession
2. Social Work Values and Ethics
3. Social Work as a profession
4. Private Practice, an option for social workers

Assigned Readings:
2. K-A Chapter 3: Empowerment and Human Diversity

Learning Opportunities
1. Video – The Women of Hull House
2. Class lecture and discussion
3. Guest lecture
4. Client scenario

WEEK 3 (January 27-31)

INTERVIEW # 1 DUE THIS WEEK

Learning Theme and Concepts:
1. Social Work as a profession
2. Sexism
3. Heterosexism and Homophobia
4. Women’s Issues & Lesbian, Gay, Bisexual, Transgender & Intersex Persons (TRACS)
5. Developing sensitivity to prejudice and discrimination
Assigned Readings:
1. K-A, Chapter 3 Empowerment and Human Diversity
2. K-A, Chapter 2 Social Work Values and Ethics
3. Women’s Issues & Lesbian, Gay, Bisexual, Transgender & Intersex Persons (TRACS)
4. Diversity and Cultural Competence Handout (see TRACS)
5. Ethics Exercises
6. Social Work Values and Ethics
7. CEO positions in social work

Learning Opportunities:
1. Class lecture and discussion
2. What are your values? Exercise
3. Video - Tolerance PSA: "Dear Parents"
4. Social Work Values and Ethics scenarios Exercises

WEEK 4 (February 3-7)

CONNECTIONS PAPERS ON PRIVATE PRACTICE DUE THIS WEEK

Learning Theme and Concepts:
1. Ethics Exercises
2. Social Work Values and Ethics
3. CEO positions in social work

Assigned Readings:
1. K-A, Chapter 2, Social Work Values and Ethics
2. Grobman, Part 8, Private Practice

Learning Opportunities:
1. Class lecture and discussion
2. Ethics Exercises

WEEK 5 (February 10-14)

CONNECTIONS PAPERS ON MANAGEMENT DUE THIS WEEK

Learning Theme and Concepts:
1. Definition of “generalist practice” in social work
2. Specialized practice in social work by population or problem
3. Theory and research in social work
4. Social work settings and host settings
5. History and framework of services
6. Issues of Support, Intervention, treatment and prevention

Assigned Readings:
2. Grobman, Part 11 (eleven) Management

Learning Opportunities:
1. Class lecture and discussion
2. Guest Lecture
3. Scenario exercises

WEEK 6 (February 17-21)

INTERVIEW # 2 DUE THIS WEEK

CONNECTIONS PAPERS ON COMMUNITIES SOWK DUE THIS WEEK

Learning Theme and Concepts:
1. History and framework of services
2. Issues of Support, Intervention, treatment and prevention

Assigned Readings:
1. K-A, Chapter 5, Practice Settings
2. Grobman, Part 15 Working in Communities
3. Advocacy and Organizing Handout (see TRACS)

Learning Opportunities:
1. Class lecture and discussion
2. Non-verbal communication exercise
3. Video – Community Organization – PBS
4. Practice scenarios exercises
5. Exam I Review Information

WEEK 7 (February 24-28)

EXAM I IN CLASS ON MONDAY and TUESDAY

CONNECTIONS PAPERS ON INTERNATIONAL DUE THIS WEEK

Learning Theme and Concepts:
1. Globalization
2. Social work in other countries: What form does it take?

Assigned Readings:
1. International Social Work Handout (see TRACS)
2. Grobman Part 14, International social work

Learning Opportunities:
1. Class lecture and discussion
2. Guest Panel from Study Abroad
WEEK 8 (March 3-7)

CONNECTIONS PAPERS ON CHILDREN, YOUTH AND FAMILIES DUE THIS WEEK

CONNECTIONS PAPERS ON VETERANS DUE THIS WEEK

TAKE HOME EXAM ON MONDAY (DUE WEDNESDAY) AND TUESDAY (DUE THURSDAY)

**Learning Theme and Concepts:**
1. History of Child Welfare in USA
2. Types of abuse and neglect
3. Programs for children and families

**Assign Readings:**
1. K-A, Chapter 9, Children and Families
2. Grobman Part 4 Children, Youth and Families
3. Children and Families Handout (see TRACS)

**Learning Opportunities:**
1. What is abuse? Exercise
2. Class lecture and discussion
3. Guest Lecture
4. Scenarios exercise

WEEK 9 (March 10-14) SPRING BREAK!!!

Week 10 (March 17-21)

CONNECTIONS PAPERS ON OLDER ADULTS AND END OF LIFE DUE THIS WEEK

**Learning Theme and Concepts:**
1. Normal processes of aging vs. pathology/disease
2. Social context of aging
3. Death and dying

**Assign Readings:**
1. K-A, Chapter 10 Services for Older Adults
2. Grobman Part 10 Older Adults and the End of Life
3. Aging Handout (see TRACS)

**Learning Opportunities:**
1. Class lecture and discussion
2. Aging Problems game exercise
3. Guest lecture
4. Scenarios exercise
WEEK 11 (March 24-28)

CONNECTIONS PAPERS ON PEOPLE WITH DISABILITIES DUE THIS WEEK

Learning Theme and Concepts:
1. ADA
2. Services
3. Culture

Assigned Readings:
1. K-A, Chapter 11 People with Disabilities
2. Grobman Part 5 Disabilities

Learning Opportunities:
1. Class lecture and discussion
2. Guest lecture
3. Scenarios exercise
4. Video

WEEK 12 (March 31-April 4)

CONNECTIONS PAPERS ON HEALTH CARE and HIV/AIDS DUE THIS WEEK

Learning Theme and Concepts:
1. National health care policy issues
2. Federal health legislation
3. Roles of Social workers in health care

Assigned Readings:
1. K-A, Chapter 12, Health Care
2. Grobman Parts 1 & 2 Health Care and HIV/AIDS
3. Health Handout (see TRACS)

Learning Opportunities:
1. Class lecture and discussion
2. Video – Medical Social Workers
3. Video – Oncology Social Work
4. Video – HIV/AIDS
5. Video – Healthcare as a Human Right
6. Video – Medical Case Management and Medicaid
7. Guest lecture
8. Scenarios exercise
WEEK 13 (April 7-11)

CONNECTIONS PAPERS ON MENTAL HEALTH DUE THIS WEEK

Learning Theme and Concepts:
1. History of MH services in US
2. Current delivery system
3. What is the DSM IV-R?

Assigned Readings:
1. K-A Chapter 13 Mental Health
2. Grobman Part 6 Mental Health
3. Mental Health Handout (see TRACS)

Learning Opportunities:
1. Class lecture and discussion
2. Video – Mental Health/Substance Abuse
3. Guest Lecture
4. Scenarios exercise

WEEK 14 (April 14-18)

CONNECTIONS PAPERS ON SUBSTANCE ABUSE DUE THIS WEEK

Learning Theme and Concepts:
1. What causes addiction?
2. Dual Diagnosis
3. Drug abuse programs

Assigned Readings:
1. K-A Chapter 14 Substance Use. Abuse and Dependence
2. Chapter Grobman Part 7 Substance Abuse

Learning Opportunities:
1. Class lecture and discussion
2. Guest lecture
3. Video – Mental Health/Substance Abuse
4. Scenarios exercise

WEEK 15 (APRIL 21-25)

CONNECTIONS PAPERS ON SCHOOL SOCIAL WORK DUE THIS WEEK

Learning Theme and Concepts:
1. History of school social work
2. C.I.S. (Communities in Schools)
3. Universities as both a social work setting and a host setting

Assigned Readings:
1. K-A, Chapter 15 Youths and the Schools
2. Grobman Part 3 School Social Work

Learning Opportunities:
1. Class lecture and discussion
2. Guest lecture
3. Video – School Social Work
4. Scenarios exercise

WEEK 16 (April 28)

STUDY FOR FINALS

ALL PAPERS NOT YET TURNED IN DUE NO LATER THAN 5PM

FINALS

MWF CLASS FRIDAY, MAY 2, FROM 8-10:30

T/TH CLASS TUESDAY, MAY 6, FROM 11-1:30

Resource Materials and Bibliography


Torrico, R. (2009). From poverty to child welfare involvement: The critical role of housing in family
Social Work and Aging Populations

http://youtu.be/3IL6j_uDD1c

JUST HOW MANY ARE WE TALKING ABOUT?

- 2009 - 12.9%+ of population was 65+
- 2050 estimate = 20.2% of population will increase to 65+
- From 2010 to 2030 = number of persons aged 65+ will increase by over 57%
WHAT DOES THIS MEAN?

- Social work with elderly is a growing field
- Developing policies and services that meet the needs of this population is a priority in social welfare
- Advocacy for resources on behalf of aging populations is essential
- Social workers are primary proponents of emphasizing and building on the strengths of the elderly

EMPOWERMENT
- Promoting health and preventing disease and injury
- Optimizing mental and physical function
- Managing chronic conditions
- Engaging with life

Ageism

...harboring negative images of and attitudes toward people just because they are older

Stereotypes - what have you heard?

http://www.youtube.com/watch?v=wT_mVbS_EY
- Discrimination in Employment
- Health Care
- Elderly Abuse
- Living Conditions and Transitional Variables
- Poverty
- Retirement
- Transitional Issues
- LGBT-related Issues

EXERCISE

- Tape identified problems on the board
- Toss the ball
- Pick an issue out of the hat
- Read the issue to the class
- Categorize an issue under one of the noted problems
WHAT DO SOCIAL WORKERS DO?

Goal = To provide services that focus on autonomy

- **Long-Term Care**
  - Home-Based
    - Home health, Meals-On-Wheels, Guardianship programs, respite care, hospice
  - Community-Based
    - Adult day care, Hospice, Senior Centers, Congregate Meal Programs, Senior Home repair and maintenance programs, case management programs
  - **Nursing Home-Based**
    - Intakes and assessments, group work, individual work, Alzheimer's care, family support, grief counseling, recreational planning

- **Discharge Planning in Hospital Settings**
  - Case management to make sure a recovering older client has all that is needed to complete recovery at home or successfully function at home with new limitations

Strengths Perspective

- **Empowering Elderly People on micro, mezzo, macro levels**
  - Adaptation = helping clients use strengths to survive and “adapt” to new experiences in positive ways
  - Competence = help people focus on and emphasize what they can do instead of what they can’t do; assist clients in learning to appreciate their own individual “competence”
  - Relatedness = encourage a sense of belonging. Assist clients in strengthening relationships with families, friends and caregivers. Provide support, activity and educational group opportunities.
  - Autonomy = help people live as independently as possible.

- **Social workers can increase sensitivity and thus enhance effectiveness by:**
  - Identify and face pre-conceived notions and stereotypes. Then work on eliminating or changing them
  - Appreciate the different life situations experienced by people in all age groups within the elderly population.
  - Understand that older people are individuals with unique characteristics, experiences and personalities just like anybody else
  - Learn about how gender, culture, ethnicity, religion, sexual orientation issues influence the aging experience
  - Understand the developmental aspects and needs of later life.
You are the social worker
You are assigned the following client.

- Use the Triple A Approach to answer your remaining questions
- What roles would you play?
- At what level?
  - Micro
  - Mezzo
  - Macro

Michael Heinrich is seventy-seven years old and has been living alone ever since his wife died four years ago. When he became seriously ill several months ago, his married son and daughter arranged for round-the-clock nursing care in his apartment. One of these nurses, forty-year-old Lisa Nunn, has now become his girlfriend. She has moved into the apartment and is telling everyone that she and Michael will be married soon.

Heinrich’s children are very upset by their father’s behavior. They think that he is senile. They have engaged an attorney to have him declared incompetent. They have also arranged for their father’s admission to a retirement home. They told the home’s social worker not to pay any attention to his ramblings since he was senile and no longer knew what was best for him. They indicated that his sexual fantasies about his “girlfriend” were only one indication of his senility. Obviously he was no longer competent to make decisions and they were now making decisions for him.
Manuel Palmieri is an outreach worker of the Downtown Elders Program (DEP). She has organized a group of volunteers who regularly visit homebound older people. These volunteers have been trained to identify older people who need additional help, so they can report their names to the DEP. One of the volunteers recently told Ms. Palmieri that she had discovered a homebound older man in a cold and dirty fourth-floor walk-up apartment.

Archie Walker was probably not as old or as feeble as he appeared, but the volunteer thought he required more care than the occasional help provided by his seventy-nine-year-old neighbor, who brought him food whenever she thought of it. When the neighbor forgot to come, as happened not infrequently, Walker starved for days on cold water and bread. It had been years since Walker last saw a doctor. He seemed delighted with the volunteer’s visit and begged her to come again soon.

Ms. Palmieri told the volunteer that she would see what could be done to make Mr. Walker more comfortable. When she visited Mr. Walker, he welcomed her warmly. Ms. Palmieri verified the volunteer’s observations. Mr. Walker seemed relatively alert. The worker thought that his dissatisfaction with his present condition was realistic and a hopeful sign, indicative of a capacity to participate in developing plans for his future. Walker explained that his only income came from Social Security. He had never heard of the federal Supplementary Security Income program (SSI). Ms. Palmieri suspected that he qualified for it. He said that he could not afford to hire someone to look after him or to clean his apartment. Nor could he afford to move to another apartment. But he insisted that he did not want to go to an old folks’ home.

Ms. Palmieri, in the course of her visit, explained to Mr. Walker many of the programs which were available to help persons in his situation. She listed the advantages and disadvantages of each and indicated the time it might take before each program or service would start for him. She also noted how she could help him qualify. Among the programs and services she discussed were SSI, Meals-on-Wheels, health visitor, homemaker, Title 8 housing, and The Manor Apartments.

Mr. Walker seemed bewildered by the many programs from which he could choose and by the many decisions he had to make. He asked Ms. Palmieri to do whatever was best for him.
STUDENT EVALUATION OF INSTRUCTOR
COMMENT FORM

Course and # 1350 - 251  Instructor MCBee

1. Was there anything (within the control of the instructor) which prevented you from learning? (please explain)
   Never, I was able to learn a great amount of information in this class.

2. What if anything could the instructor do to make this course better? (please explain)
   Absolutely nothing! Mrs. MCBee did everything perfectly.

3. Other comments:
   Mrs. MCBee is a fabulous teacher, and I cannot wait to take another class with her!
   Thanks for the great semester!
STUDENT EVALUATION OF INSTRUCTOR
COMMENT FORM

Course and # 800K-1350        Instructor  J. McGee

1. Was there anything (within the control of the instructor) which prevented you from learning? (please explain)
   NO, perfect.

2. What if anything could the instructor do to make this course better? (please explain)
   Nothing, perfect.

3. Other comments:
   I loved this class! Prof. McGee made this class interesting with tons of information, and professor options to consider.
   Thank you! J. McGee
1. Was there anything (within the control of the instructor) which prevented you from learning? (please explain)

No.

2. What if anything could the instructor do to make this course better? (please explain)

Interesting and engaging, don't know how to improve.

3. Other comments:

Thank you for a great semester! Your enthusiasm for the profession is one of the things that persuaded me to change to social work major. 😊
4. A description of how your teaching performance or a project within the course cited in item (3) meet award criteria as delineated in the rubric.

Social Work with Aging Populations:

This is one of my favorite populations to discuss in this course, undoubtedly because the topic is so taboo to some students. A lot of students come into the class, thinking social workers only work with children – they only want to work with children. In some cases, they are even afraid of other populations, like older adults, because they fear the topic of death and dying or because of a negative memory or stereotype they have about elderly people. However, by incorporating humor, games, group discussion and more humor into each class session, they begin to see all the possibilities the profession has to offer. In some cases they learn of an area of the profession, work with aging populations, for example, that they never even heard of before.

Slide 1: This class begins with a brief video, showing both positive and negative images of aging populations, as well as some basic information about the population and roles social workers can play when working with aging adults. I find that in Intro classes, which are often filled with younger students, a short video is a hook that catches their attention and gets them ready for the lecture and discussion to follow.

Slide 2-3: Students are introduced to the idea that the aging population is growing. Suggestions for why are solicited. Students’ usual responses include baby boomers, people are living longer, better health care, etc. I then ask, on Slide 3, about the implications on the profession of this growing population. Students informally shout out suggestions. When their suggestions are discussed by the group and the number of volunteer ideas dwindles, we discuss the slide and I explain each bullet.

Slide 4: As with many populations, the topic of “ism”s can be discussed. Here, I ask students what their definition of ageism is. After the class discusses their ideas as a large group, the formal definition is shared, followed by an exercise where students are encouraged to shout out all the stereotypes they have heard about older adults. This usually is accompanied by bouts of laughter as students realize a lot of the beliefs they hold about aging populations are rooted in ageism and stereotypes. To prove the point that not all older adults are helpless, weak and in need of nursing home care, we watch a video called “Extreme Seniors”, a play on a “Wild Kingdom”-type series in which the narrator pretends to explore this rare species of human. Recognizing that many aging adults are fully capable of self-care, this leads to a discussion of what types of services a seemingly capable adult might need from a social worker. Students call out such suggestions as case management, retirement planning, Medicare information, etc. and each suggestion is explained and examples of how a social worker would provide that service are discussed.

Slide 5-6: I ask the class what types of problems they think aging individuals and groups might face. Students usually call out the most common concerns like health care and nursing home care, but they rarely suggest the needs of the caregivers of the aging person; the adult child. We discuss the adult child of the aging individual as the secondary client and present the idea of the “sandwich generation.” The class watches a video about an adult couple “sandwiched” between
an aging mother in a nursing home and their own adopted children. Discussion follows which then circles back to the initial problems the class was suggesting, which are expanded by the exercise explained on Slide 6. I toss a soft ball to a random student. The student blindly picks a written fact or statistic from the hat (a Dr. Seuss Cat in the Hat hat), reads the entry to the class and the class helps decide under which category (listed on Slide 5, but taped side by side on the board) the drawing fits. I complement each entry with an explanation or an example scenario from my past field experiences with elderly clients. The student tosses the ball to someone else in the class and the game continues until the hat is empty.

Slide 7: The term “autonomy” is reintroduced. It is one of the foundation concepts of the profession, so the students see, hear and discuss it regularly as it relates to the population discussed each week. Then sample places where a social worker can work with the elderly are introduced, each with emphasis on autonomy within that setting. After explaining what a social worker does in each setting, I ask open-ended questions, like, “How can a person maintain autonomy in a home health setting” or “Why do you think grief counseling in a nursing home promotes autonomy?”

Slide 8: The “Strengths Perspective” is another concept at the core of the social work profession. The term is introduced by the second week of class and again, reinforced with each population discussed. Students often see elderly individuals as weak and helpless, incapable of living satisfactory lives after a certain age. By reinforcing the strengths perspective within this population, students begin to understand and normalize the aging process and recognize the positive possibilities with which each individual client presents.

Slide 9-11: I try to end each topic/week with a scenario/ethical dilemma. Some are from my own professional experiences. Others, like those found on slides 10-11 are from the internet or social work ethics texts. In some cases, students are broken into pair or small groups. Sometimes, the whole class reads the scenario and discusses as a large group. In this case, the group discussion size is not designated as I gauge the class interaction that day and decide if I believe they will engage more in a small group or as a full class. As I present the scenarios, I often wave a toy magic wand over them, making a joke and pretending to give them the powers of a professional licensed social worker; the legal definitions and processes of which we discuss in Week 1 and Week 2. Students read the first scenario. They are asked to use the critical thinking approach our textbook author refers to as the “Triple A” (ask, assess, assert). This, too, they learned in Weeks 1 and 2, and is a concept reinforced throughout the course. I ask the students what questions are left unanswered in the scenario and what questions to they want answered before making a professional judgment about the case. I then ask them to assess the situation; what facts do they know and what is actually written in the scenario. Finally, I ask them to assert their opinions about what they would do if they were the social worker on the case. In every scenario, every week, they are required to reflect back on our professional Code of Ethics, learned in Week 3 and 4 to detect any ethical dilemmas. In this case, they are then asked to identify the professional roles they would play, reinforced from material learned in Weeks 4-5 and finally, what would they do on each level of care (learned in Weeks 5-6). These include micro (individual), mezzo (small groups and families) and macro (community and society). Once students have seemingly exhausted their ideas, I tell them what actually happened (if it was a real-life scenario) or what I might do in this situation (if it is a scenario from a book or internet source). I wave the magic
wand again to “take back” the temporary professional licensed social work powers I gave them. I remind them they remember they are currently learning the skills and knowledge they will need to eventually pass the state licensing exam, so they will no longer need my magic wand.