

## Term Information

Effective Term Summer 2016  
*Previous Value* Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Add distance education component to course.

**What is the rationale for the proposed change(s)?**

Course was not a distance learning (DL) course when first entered for the semester conversion, but is now offered in a DL format.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

None.

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	Social Work
Fiscal Unit/Academic Org	Social Work - D1900
College/Academic Group	Social Work
Level/Career	Undergraduate
Course Number/Catalog	1130
Course Title	Introduction to Social Work in Contemporary Society
Transcript Abbreviation	Int to Social Work
Course Description	An introduction to the core values, fundamental goals, unique functions and methods of the social work profession.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## **Prerequisites and Exclusions**

Prerequisites/Corequisites	None
Exclusions	Social Work 230

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code	44.0701
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Identify and describe the various roles, responsibilities and values of social work.
- Identify major historical events and people that have influenced the social work profession and social welfare.
- Recognize social and cultural diversity issues in generalist social work practice.
- Identify the impact of inequality and stigmatization on at-risk and oppressed populations, and describe the concepts and promotion of social and economic justice.
- Recognize how personal values relate to and influence one's practice as a social worker, according to the NASW Code of Ethics.
- Describe the knowledge base and skills required for generalist practice.
- Describe the variety of social work settings and fields of practice.

[Previous Value](#)

**Content Topic List**

- Introduction to the Social Work Profession
- NASW Code of Ethics
- Social Justice and Civil Rights
- The Relationship between Social Work and Social Welfare
- Poverty and Economic Disparity
- Working with Diverse Populations
- Generalist Social Work & Modes of Intervention
- International Social Work
- Social Work Practice with Immigrants and Refugees
- Social Work throughout the World
- Social Work and Health Care
- Social Work and Mental Health; Substance Abuse
- Social Work and Child Welfare; School Social Work
- Social Work in the Criminal Justice System; Social Work and Gerontology
- Social Work's Response to Crisis, Trauma, and Disasters; Social Work's Response to Human Trafficking

**Attachments**

- 1130 SP 15 Dist. Learning Severson.doc  
*(Syllabus. Owner: Cole, Mary Cathleen)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Cole, Mary Cathleen	11/04/2015 02:57 PM	Submitted for Approval
Approved	Bronson, Denise Ellen	11/04/2015 03:11 PM	Unit Approval
Approved	Bronson, Denise Ellen	11/04/2015 03:12 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	11/04/2015 03:12 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF SOCIAL WORK

**Social Work 1130**

**Spring 2015**

Instructor: Andréa Severson  
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Phone: 614-292-7488  
Office Hours: by appointment

Class days: Online  
Class time: Online

**COURSE TITLE:** INTRODUCTION TO SOCIAL WORK IN CONTEMPORARY SOCIETY

**LEVEL OF INSTRUCTION/CREDIT HOURS:** Undergraduate/3 credit hours

**PREREQUISITE:** None

**COURSE DESCRIPTION:**

The purpose of this course is to provide students with an introductory understanding of the profession of social work. The course will examine the underlying assumptions, core values, fundamental goals, unique functions, and methods of social work in traditional social work settings. Social work's response to major social problems such as poverty, mental health, substance abuse, crime and violence, aging, child welfare, and health care will be explored. The impacts of social stratification and stigmatization, as evidenced through racism, sexism, ageism, classism and heterosexism, contribute to the understanding of these social problems and are a critical part of this course.

Social Work 1130 satisfies the Social Science-Individuals and Groups area of the General Education Curriculum (GEC). It strives to address the following:

**Social Science - Individuals and Groups Expected Learning Outcomes:**

Social science courses develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and

cultural contexts of human existence, and the processes by which groups function.

3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

**SPECIFIC COURSE OUTCOMES:**

Upon satisfactory completion of this course, students will:

1. Identify and describe the various roles, responsibilities and values of social work.
2. Identify major historical events and people that have influenced the social work profession and social welfare.
3. Recognize social and cultural diversity issues in generalist social work practice.
4. Identify the impact of inequality and stigmatization on at-risk and oppressed populations, and describe the concepts and promotion of social and economic justice.
5. Recognize how personal values relate to and influence one's practice as a social worker, according to the NASW Code of Ethics.
6. Describe the knowledge base and skills required for generalist practice.
7. Describe the variety of social work settings and fields of practice.

**METHOD OF COURSE EVALUATION BY STUDENTS:**

Evaluation of courses and instructors by students constitutes an important aspect of our College's quality review process. Therefore, students enrolled in this course will have an opportunity to give their written impressions and assessments of the course and instructor using a computerized SEI (Student Evaluation of Instruction) survey via SIS in an effort to be in compliance with evaluation policies of the College of Social Work and the University. The evaluation will be treated as a confidential communication in which students' anonymity will be protected.

**ACADEMIC MISCONDUCT:**

The College of Social Work adheres to the University Standards on Academic Misconduct. Students are responsible for complying with University rules (#3335-31-02-b) in all academic work. Instructors are strictly bound to report suspected cases of academic misconduct, of any type, to the Committee on Academic Misconduct (COAM). Plagiarism, in particular, will not be tolerated in this course. Even if you plagiarize due to lack of knowledge, your work will be forwarded to COAM for review and you will receive an incomplete or "I" until the matter is resolved. Please make sure that you avoid plagiarism at all costs and instead learn how to cite works properly as explicitly laid out for you in the American Psychological Association's (APA) Style Manual (6<sup>th</sup> edition). Academic dishonesty may be grounds for dismissal from the University.

**COLLEGE INCOMPLETE POLICY:**

"I" (Incomplete) course grades will be considered in relation to emergency and/or hardship situations only. A request for such a grade option must be discussed with the professor prior to the last class session. A date for completion of the incomplete work will be established with the student. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to. Please be aware that when an "I" with an alternate grade of "E" is assigned in a course that is a prerequisite for a course in which the student must take the following semester, the course requirements for the "I" must be completed by the second week of that following semester.

**Students with Disabilities:**

**"If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion.**

**If you have any questions about this process, please contact Disability Services at 614-292-3307 or [slds@osu.edu](mailto:slds@osu.edu)."**

**Method of Instruction:**

Methods of instruction will include textbook readings, lecture notes, discussion board posts/responses, guest lecturers, videos, audio casts, and written assignments. Students are responsible for reading and watching the course material each week and for all class announcements made via email or on Carmen. Please go to [carmen.osu.edu](http://carmen.osu.edu) for all the materials for this course.

**Course Expectations:**

Students will be expected to demonstrate considerable knowledge and understanding of the concepts, principles, and information reflected in the course outline. These expectations will be evaluated through written assignments and participation in class discussions.

**Attendance and Participation:**

Our class instruction relies heavily on active learning and is designed to encourage student participation. A high level of participation in each week's class is essential for us to function as a community of learners and is necessary to achieve the expected outcomes of this course. I view my classes as communities that provide all students the opportunity to learn in a supportive, friendly and comfortable environment. To achieve

this type of learning environment, it is critical that you read and follow the online discussion etiquette document located in the online course.

Students are expected to complete all weekly class components (Introduction, Objectives, Tasks; Coursework; Class Discussion; Checkpoint and Weekly Wrap-Up) and to read all the assigned works. Each week's components will open at 12:01am on the Sunday of that week and will close at 11:59pm on the following Saturday. Due to the consistent use of class discussion posts/responses, 20% of your grade stems from your class participation. Student participation will be evaluated by the instructor's judgment of the quality of participation and contribution to class learning by each student through discussion posts/responses. Because class participation carries such a significant weight, it is necessary to participate in all class discussions in order to earn a high grade in this course.

If you have questions and concerns the most important thing is that you communicate with me. I take my role as an educator very seriously and am willing to work hard to be successful; I expect the same from each of you. Unless there is death in the family or you or your immediate family member experience a major illness or crisis, I will not accept late discussion postings/replies. **Late discussion postings/replies will not be accepted without prior approval.**

#### **Written Assignments:**

All written assignments must be completed individually. Written assignments must be turned in at the assigned time in the course's Carmen Dropbox. Please communicate to the instructor if you cannot complete an assignment on time and note that late assignments will receive a deduction of 1 point per day. Clarity of expression, logical organization and grammar are considered in the evaluation of written material. **All written assignments must be completed in APA, 6<sup>th</sup> edition format.** For information on APA 6<sup>th</sup> edition, please see the Writing Center's webpage, or the Purdue OWL APA resource page, available online at <http://owl.english.purdue.edu/owl/resource/560/01/>.

#### **REQUIRED TEXT AND READINGS:**

Students are expected to complete all text readings as assigned in the syllabus and all assigned readings within the coursework section.

Our book is:

Segal, E.A., Gerdes, K.E. & Steiner, S. (2013). *An introduction to the profession of social work: Becoming a change agent* (4<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

## **Course Grades**

Course grades will be determined according to the following:

Discussion Posts/Replies	20 points (18 posts @ 1 pt, 4 replies @ .5 pt each)
Sanchez Family Case Study	5 points
Wellness Assignment	15 points
Integrative Social Problem Project	60 points
<b>TOTAL</b>	<b>100 points</b>

### Grading Scale:

A = 93 and up	C+ = 77 to 79
A- = 90 to 92	C = 73 to 76
B+ = 87 to 89	C- = 70 to 72
B = 83 to 86	D+ = 67 to 69
B- = 80 to 82	D = 60 to 66
	E = under 60 points

### **Specific course requirements and assignments**

**Class Discussions (20 points – 18 posts @ 1 pt, 4 replies at .5 pt) – Posts due Thursdays at 11:59 pm, replies due Saturdays at 11:59pm):**

- There will be 18 graded class discussions during the semester. Each discussion will highlight a particular concept related to the week’s topic. Four class discussions are “Peer Exchange,” and you are required to review another classmate’s post/work and provide comment.
- You will receive the full points for the posts/replies if they demonstrate thoughtful and substantive reflection and careful written articulation of your ideas. For example, when posting to a discussion topic or replying to a classmate’s posting, clearly state your point of view first and then support your comment or response with information from course readings, personal experiences, and other sources. I will provide detailed feedback on early class posts, so that you are clear about the quality of class discussions expected in this course. *All class discussions postings are due by Thursday at 11:59 pm on the week they are presented, and all “Peer Exchange” replies are due by Saturday at 11:59.*

**Sanchez Family Case Study (5 points – Due Week 2 by 11:59pm on Saturday, January 24<sup>th</sup>, 2015)**

There will be several case studies used throughout the course to help you apply concepts to practice situations. However, the Sanchez Family case study in the second week will be the one graded case study. You are required to type your responses to the three posed questions, found in the Week 2 checkpoint, and load your written



assignment to the CARMEN dropbox.

- The case study will be graded, according to the following criteria: all aspects of each question are addressed, communication is clear and concise, and responses demonstrate an in-depth understanding of the social work concepts (person-in-environment, strengths, and culture) that are related to the case study.

Rubric

- 5 points: Criteria fully achieved.
- 4 points: Criteria mostly achieved.
- 3 points: Criteria partially achieved.
- 2 points: Criteria minimally achieved.
- 1 point: Criteria not achieved.

**Wellness Assignment (15 points – Due Weeks 4 (2/7/15), 8 (3/7/15), 12 (4/4/15), and 15 (4/25/15) by Saturday at 11:59 pm)**

- You will keep a biweekly self-care journal, chronicling the actions you have taken to keep your emotional; physical; psychological; social; and spiritual self healthy during the semester.
- Each biweekly entry will be no more than three typed pages and will include at least three references to peer-reviewed journals to support your statements.
- See the Wellness Assignment for a complete overview of this assignment, the assignment details, the due dates, and the grading rubric.

**Integrative Social Problem Project (60 points – Proposal due Week 3 (1/31/15); Final Project due Week 13 (4/11/15), Project Dissemination due Week 14 (4/18/15); All weeks due by Saturday at 11:59 pm)**

- You will develop a semester-long project that you think will make a difference in relation to one social issue/problem.
- The social issue/problem will be chosen by you, and the project you develop is up to you. However, you will submit your proposed issue/problem and proposed project for instructor review and approval.
- See the Integrative Social Problem Project for a complete assignment details, the due dates, and the grading rubric.
- The project proposal is worth 10 points, the project is worth 40 points, and the project dissemination is worth 10 points.

## COURSE SCHEDULE, CONTENT AND OBJECTIVES:

### Week One

#### Introduction and Purpose

#### What is Social Work?

##### Objectives

1. Review the course and syllabus.
2. Have a good understanding about the overview of the course content and format
3. Introduce ourselves and begin to develop our online community.
4. Consider the concepts “vulnerability” and “connection” and discuss their significance in our personal lives and in the field of social work.
5. Begin to identify a social issue/problem that is meaningful to you.

##### Tasks for this week include:

1. Read the “Getting Started Document” located in the Coursework section.
2. Read and review the syllabus located on CARMEN.
3. Begin to read **Chapter 1** from your text.
4. Watch Brené Brown’s TED video, “The Power of Vulnerability.”
5. Participate in the Discussion Forum, “Introductions,” located in the Class Discussion section.
6. Scan newspapers and other news sources to find a current social issue of interest to you.

### Week Two

#### What is Social Work?

##### Objectives

1. Define social work and articulate the unique qualities of the social work profession.
2. Utilize a case study to begin to recognize social and cultural diversity issues in generalist social work practice.
3. Define the “strengths perspective” and apply it to a case study.
4. Gain insight into your own strengths and how to use your strengths to fulfill your life’s purpose and how you can contribute your strengths and skills to make a difference to your chosen social issue/problem.

##### Tasks for this week include:

1. Read and review **Chapter 1** from your text.
2. Read the lecture notes (found in coursework) pertaining to this week’s assigned reading.
3. Watch the embedded videos within the coursework section.
4. After reading the lecture notes, complete the Case Study and submit it to the CARMEN dropbox.
5. Take the VIA Strengths Survey.
6. Participate in the Discussion Forum located in the Class Discussion section.
7. Continue to scan newspapers and other news sources to stay current with your chosen social issue.
8. **Due: Sanchez Family Case Study Assignment by January 24, 2015.**

## Week Three

### Social work knowledge, ethics and values

#### Objectives:

1. Describe the knowledge base required for social work practice.
2. Demonstrate a beginning understanding of the NASW Code of Ethics.
3. Assess how your personal values differ from and are similar to the values of the social work profession.
4. Understand and tolerate the ambiguity inherent in resolving ethical conflicts.

#### Tasks for this week include:

1. Note: There is no assigned Chapter from your text.
2. Read the "Ethical Decision Making" section (pp.9-19) from Congress' (2000) article, What Social Workers Should Know About Ethics.
3. Read the NASW Code of Ethics.
4. Watch the NASW "Professional Choices: Ethics at Work" video.
5. Participate in the Discussion Forum located in the Class Discussion section.
6. Take this week's poll on ethics and values (results will be summarized next week!)
7. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
8. **Due: Project Proposal by January 31, 2015.**

## Week Four

### Social Work Practice

#### Objectives:

1. Become familiar with social work practice theories.
2. Explain the differences between micro, mezzo, and macro and describe types of social work practice at each level.
3. Understand how research evidence informs social work practice.
4. Explain the steps involved in the process of evidence-based practice.

#### Tasks for this week include:

1. Read and review **Chapter 6** from your text.
2. Listen to the podcast "Theories for Social Work Practice."
3. Review the lecture material presented on micro, mezzo, and macro practice.
4. Review the person-in-environment framework and apply this framework to a case study
5. Read the lecture notes on evidence-based practice and social work problem-solving stages.
6. Participate in this week's discussion.
7. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
8. **Due: Wellness Assignment Journal Entry by February 7, 2015.**

## **Week Five**

### **Cultural Competency and Diversity**

#### Objectives:

1. Describe what is meant by social injustice and social justice within social work.
2. Understand how a social worker can promote social justice.
3. Increase knowledge and self-awareness of oppression.
4. Understand the general concept of cultural competence in social work practice.
5. Explore the concept of “color-blindness” and become more aware of our own racial associations.

#### Tasks for this week include:

1. Read and review **Chapters 4 and 5** from your text.
2. Review the lecture notes located in the Coursework section.
3. Watch the video: *Cross-cultural practice in social work and human services*.
4. Take the Race-IAT and then participate in today's discussion.
5. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
6. After receiving instructor approval of our Integrative Social Problem Project, begin working on your project.

## **Week Six**

### **International Social Work**

#### Objectives:

1. Understand how the force of globalization influences international social work.
2. Become familiar with the range of current international social issues.
3. Understand the roles of international social workers.
4. Analyze how international issues will impact your work in your chosen career.

#### Tasks for this week include:

1. Note: There is no assigned **Chapter** from your text.
2. Read the brief introductory lecture notes.
3. Listen to the TEDX talk.
4. Listen to our guest lecture.
5. Participate in this week's discussion.
6. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
7. Continue to work on your Integrative Social Problem Project.

## **Week Seven**

### **Children and Families**

#### Objectives:

1. To heighten self-awareness of your own family and its impact on your attitude and feelings regarding “family” in general.
2. To understand the variability of “family” within our culture.
3. To develop knowledge about the social issues that impact U.S. families.
4. To develop your ability to search for media that illustrates a given topic.

#### Tasks for this week include:

1. Read and review **Chapter 7** from your text.
2. Read the lecture notes.
3. Complete this week’s discussion board.
4. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
5. Continue to work on your Integrative Social Problem Project.

## **Week Eight**

### **School Social Work**

#### Objectives:

1. Understand and increase your awareness of the disparities persistent in our educational system and how these disparities impact our nation’s youth.
2. Become aware of the expectations of school social workers and their varying roles.
3. Develop a beginning understanding of how you would impact public policy and educational responses to student behavior to improve the overall state of our educational system.

#### Tasks for this week include:

1. Read and review **Chapter 11** from your text.
2. Read the lecture notes.
3. Watch the guest lecture video(s).
4. Participate in this week’s Discussion Board.
5. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
6. Read the instructor feedback on the reflection you submitted, incorporate feedback into your project, and continue to work on your Integrative Social Problem Project.
7. **Due: Wellness Assignment Journal Entry by March 7, 2015.**

## **Week Nine**

### **Mental Health Services**

Objectives:

1. Understand the definition of shame and how it plays a role in our mental health and in our treatment of psychological problems.
2. Understand how stigma impacts people with mental illness and to be exposed to how this stigma is being lessened through the media.
3. Develop a familiarity with the concept secondary trauma and learn ways in which self-care can help manage this form of trauma.
4. Understand how case management functions in mental health services.

Tasks for this week include:

1. Read and review **Chapter 10** from your text.
2. Read the lecture notes.
3. Watch the guest lecture video(s).
4. Watch the two TED Talks.
5. Listen to the pod cast.
6. Participate in this week's Discussion Boards.
7. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
8. Continue to work on your Integrative Social Problem Project.

## **Week Ten**

### **Substance Abuse**

Objectives:

1. To gain knowledge about substance abuse and its impact on individuals and society.
2. To gain an understanding of the biopsychosocial model of substance abuse etiology.
3. To develop knowledge about how the field of social work responds to substance abuse.
4. To heighten your awareness of current debates and issues surrounding substance abuse in our society.

Tasks for this week include:

1. Read and review **Chapter 12** from your text.
2. Read the lecture notes.
3. Watch the week's videos.
4. Participate in this week's Discussion board
5. Continue to scan newspapers and other news sources to keep up-to-date with your chosen social issue/problem.
6. Continue to work on your Integrative Social Problem Project

## **Week Eleven**

### **Health Care Services**

Objectives:

1. Identify the roles of social workers in the health field.
2. Compare the US health system to other capitalist, democratic societies.
3. Explain and justify your views of the US health system and its impact on all of our nation's citizens.

Tasks for this week include:

1. Read and review **Chapter 9** from your text.
2. Read the lecture notes and watch the brief videos within the notes.
3. Watch the Nightline Video "Sick Around the World."
4. Participate in this week's Discussion Boards.
5. Continue to work on your Integrative Social Problem Project.

## **Week Twelve**

### **Gerontology**

Objectives:

1. Assess values and biases regarding aging.
2. Understand the perspective and values of social work in relation to working effectively with the aging population and other disciplines in geriatric interdisciplinary practice.
3. Identify life cycle issues related to losses/changes/transitions in designing interventions, utilizing a case study.
4. Address cultural, spiritual, and ethnic values and beliefs of older adults and families within a case study.

Tasks for this week include:

1. Read and review **Chapter 8** from your text.
2. Read the class notes.
3. Read the case study and associated case-study questions.
4. View the guest lecture videos.
5. Participate in the Discussion Board.
6. Continue to work on your Integrative Social Problem Project. The final project is due next week.
7. **Due: Wellness Assignment Journal Entry by April 4, 2015.**

## **Week Thirteen**

### **Violence, Victims and Criminal Justice**

Objectives:

1. Increased awareness of domestic violence and sensitivity toward the feelings and experiences of victims of violence.
2. Clarity about one's role when interacting with someone who has experienced violence.
3. Increased awareness of the potential for violence in social work and in ability to interact with angry/violent individuals.
4. Increased ability to analyze the United States criminal system and its goals and to cogently discuss how our system impacts criminals and victims.
5. Increased understanding of the roles of social workers in criminal justice.

Tasks for this week include:

1. Read and review **Chapter 13** from your text.
2. Read the class notes and supplemental reading in the coursework section.
3. Listen to the TED talk
4. Listen to the podcast.
5. Listen to Brandi Harrison's guest lecture
6. Participate in the Discussion Board.
7. **Due: Submit your final Integrative Social Problem Project by April 11, 2015.**

## **Week Fourteen**

### **Crisis, Trauma, and Disaster**

Objectives:

1. Be able to define crisis, stress, trauma, and disaster and discuss how these words are interconnected.
2. Take the Holmes and Rahe Stress Test and be aware of how much stress you personally carry and consider ways to cope with your stress load.
3. Become more familiar with Post-Traumatic Stress Disorder and gain understanding of how PTSD impacts special populations like children and Veterans.
4. Be exposed to a social worker that provides crisis intervention and reflect on your strengths and fit for this field.
5. Consider the concept "resiliency" and consider factors that increase individuals' resiliency.

Tasks for this week include:

1. Read and review **Chapter 14** from your text.
2. Read the lecture notes and supplemental reading.
3. Listen to the PPT presentation on crisis by Staci Swenson.
4. Participate in the Discussion Board.
5. **Due: Submit your dissemination of your Integrative Social Problem Project by April 18, 2015.**



## **Week Fifteen**

### **Course Wrap-up**

Tasks for this week include:

1. Participate in the Discussion Board.
2. **Due: Wellness Assignment Journal Entry by April 25, 2015.**