Social Work 664  
Section #67573 & 67574

Consultation, Coaching and Social Entrepreneurship

3 Units

*Entrepreneurs see opportunity, where others see problems.*

*Fall 2017*

Instructor: Sherry Blair  
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Telephone: 973-943-6356  
Office: VAC

Office Hours: Mondays: 5:30-6:30pm EDT/EST Time

Course Day: Monday

Course Time: 7:00-8:15 pm  
8:45-10:00pm EDT/EST Time

Course Location: VAC:  
https://mswatusc.adobeconnect.com/r4fwke3ls23/

I. **COURSE PREREQUISITES**

SOWK 503, SOWK 505, SOWK 534, and SOWK 535

II. **CATALOGUE DESCRIPTION**

Expanding roles that social workers play within both non-profit and for profit corporations.

III. **COURSE DESCRIPTION**

This elective course seeks to expand student’s awareness of the many opportunities available to social workers. The course is designed to examine the expanding role of social workers as consultants, coaches and entrepreneurs and the skills required to do so.

The purpose of this course is to expose students to the expanding roles that social workers play within both non-profit and for-profit corporations. Students will examine and analyze practices of non-profit management that focuses on economic empowerment and non-profit enterprise. This course will define and examine the role of consultants, the skills needed and the establishment of a consultation practice. Additionally, the course will focus on the growing practice of coaching and its varied coaching models. This course will be most useful for students interested in stepping “outside the box” and into the world of management and entrepreneurship.
IV. COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Promote students’ ability to articulate the critical phases of the consultation process and demonstrate their application in simulated case studies.</td>
</tr>
<tr>
<td>2</td>
<td>Teach skills for comparing and contrasting the theories and practice of coaching with the therapeutic process and examining its use as social workers.</td>
</tr>
<tr>
<td>3</td>
<td>Present the many opportunities for the social work profession to engage in entrepreneurial practice, including the development of a consultation business.</td>
</tr>
<tr>
<td>4</td>
<td>Facilitate students’ ability to identify and examine the role of non-profits in the creation of social purpose businesses intended to provide expanded opportunity for those on the margins of our nation’s economic mainstream.</td>
</tr>
</tbody>
</table>

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students’ learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.
VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards:

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate Ethical and Professional Behavior *</td>
</tr>
<tr>
<td>2. Engage in Diversity and Difference in Practice *</td>
</tr>
<tr>
<td>3. Advance Human Rights and Social, Economic, and Environmental</td>
</tr>
<tr>
<td>Justice *</td>
</tr>
<tr>
<td>4. Engage in Practice-informed Research and Research-informed</td>
</tr>
<tr>
<td>Practice</td>
</tr>
<tr>
<td>5. Engage in Policy Practice</td>
</tr>
<tr>
<td>6. Engage with Individuals, Families, Groups, Organizations, and</td>
</tr>
<tr>
<td>Communities *</td>
</tr>
<tr>
<td>7. Assess Individuals, Families, Groups, Organizations, and</td>
</tr>
<tr>
<td>Communities *</td>
</tr>
<tr>
<td>8. Intervene with Individuals, Families, Groups, Organizations,</td>
</tr>
<tr>
<td>and Communities *</td>
</tr>
<tr>
<td>9. Evaluate Practice with Individuals, Families, Groups,</td>
</tr>
<tr>
<td>Organizations and Communities</td>
</tr>
</tbody>
</table>

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.
### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse communities, organizations, and businesses. Social workers understand and utilize theoretical and culturally relevant frameworks in the assessment of diverse community, organization, and business environments. Social workers recognize and value the importance of inter-professional collaboration in this process. Social workers are mindful of how their personal experiences, affective reactions, and biases may affect their assessment and decision-making.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
</tr>
</thead>
</table>
| Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. | Promote students' ability to articulate the critical phases of the consultation process and demonstrate their application in simulated case studies. | Demonstrate knowledge and practice skills needed to collect, organize and interpret data at multiple levels. | Skills | **Unit 5:** Consultation Process: Step One: Entry and Contracting  
**Unit 6:** Consultation Process-Steps Two & Three: Discovery; & Dialogue and Feedback; Decision to Act  
Case Studies  
Midterm |
<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
</tr>
</thead>
</table>
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.** | Promote students’ ability to articulate the critical phases of the consultation process and demonstrate their application in simulated case studies. | 8a. Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations. | Knowledge | **Unit 7**
Consultation Process-Steps Four & Five Engagement & Implementation and Extension, Recycle or Termination

Intervention Strategies

Midterm Paper |
| Social workers are knowledgeable about evidence-based interventions that help them best address the goals of their clients and the systems that serve them. Social workers are able to intervene effectively at individual, group, and system levels. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to promote the well-being of individuals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. | Facilitate students’ ability to identify and examine the role of non-profits in the creation of social purpose businesses intended to provide expanded opportunity for those on the margins of our nation’s economic mainstream. | Unit 12: Social Entrepreneurs and Non-Profit Business Development

The Co-Active Coaching Model: An in-depth Discussion What is social entrepreneurship?

Final Project- Written Business Concept & Presentation |
VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Best Reflected Self</td>
<td>Week 4</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 2: Midterm Paper: Application of Consultation Process</td>
<td>Week 8</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 3: Final Project &amp; Presentation: Business Concept</td>
<td>Weeks 13-15</td>
<td>45%</td>
</tr>
<tr>
<td>In Class Exercises &amp; Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each of the major assignments is described below.

Assignment 1: Best Reflected Self (15%)

Upon completing the in-class self-assessments and the 360 feedback process, students will write a description of yourself that summarizes and distills the accumulated information. The description should weave themes from the feedback together with your self-observations into a composite of who you are at your best. It should be an insight/image that you can use as a reminder of your previous contributions and as a guide for future action. The portrait itself should not be a set of bullet points but rather more like a prose composition beginning with the phrase, “When I am at my best, I …”

Due: (Week 4)

Assignment 2: Midterm (30%)

Using your placement setting, select a project and analyze how you would approach it as a consultant. Use Peter Block’s Flawless Consulting process to examine the project stages. Describe the particular consulting role that would best fit this project. Discuss who your client(s) is. Compare what the client’s wants and needs are to what yours are as a consultant. Draft a proposed contract that includes a methodology.

Due: (Week 8)

This assignment relates to student learning outcome 1 and 3.

Assignment 2: Final Project & Presentation (45%)

Class project and presentation, may be as a group, presenting a business concept / plan for a consultation or coaching practice that is of interest; or research and present a social enterprise model detailing its successes and challenges in developing an enterprise venture. Hard or electronic copies of presentation and an executive summary to be submitted.

Due: (Weeks 14 – 15) Final Paper Due

This assignment relates to student learning outcome 3 and 4.

Class Participation (10%)

Completion of a variety of in-class assessments and exercises culminating in an analysis of strengths, expertise, values and passion that leads toward a description of “Best Reflected Self” and a vision of future position.
Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active, oral class participation. Class participation should consist of active, meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. Students are expected to participate and complete in-class exercises. These exercises are used to stimulate discussion, encourage critical thinking, reinforce social work values and concretize concepts.

Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.85 – 4</td>
<td>A</td>
</tr>
<tr>
<td>3.60 – 3.84</td>
<td>A-</td>
</tr>
<tr>
<td>3.25 – 3.59</td>
<td>B+</td>
</tr>
<tr>
<td>2.90 – 3.24</td>
<td>B</td>
</tr>
<tr>
<td>2.60 – 2.87</td>
<td>B-</td>
</tr>
<tr>
<td>2.25 – 2.50</td>
<td>C+</td>
</tr>
<tr>
<td>1.90 – 2.24</td>
<td>C</td>
</tr>
</tbody>
</table>

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.
VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks


Recommended Guidebook for APA Style Formatting


Recommended Websites

Consulting success.com: Consulting Fees Calculator  
http://www.consultingsuccess.com/consulting-fees-calculator

Consulting Academy  
http://www.consultingacademy.com/

Mind Tools  
http://www.mindtools.com/

The Powerful Professionals Desktop Workshop: 
FREE Consulting Skills Resources  
http://www.consultskills.com/pp_toc.htm

Social Enterprise Alliance  
https://www.se-alliance.org/why

Ashoka: Innovators for the Public  
https://www.ashoka.org/

Doing Well & Doing Good: Hybrid Models for Social Impact 
http://grantspace.org/Multimedia/Video/hybrid-models-for-social-impact-2012-03-20

Note: Additional required and recommended readings may be assigned by the instructor throughout the course. The assigned readings, other than the required texts, can be obtained through our Library ARES system.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Introduction  
Establishing the Learning Environment and Exploring and  
Expanding our View on the Possibilities Available to SW Professionals | Jung Typology Test™  
http://www.humanmetrics.com/cgi-win/jtypes2.asp |
| 2    | Pathway into Consultation/Coaching: Developmental Process:  
Who are you? An examination of values, styles and competencies | Value Clarification  
Assessment  
Competency Assessment  
360 Evaluation—“Best Reflected Self” (Due Wk. 4) |
| 3    | Learning Organizations: An Examination and Review of Underlying Theories and Principles and the Field of Organization Development  
Consultant’s Calling: Bringing Who You Are to What You Do |
| 4    | Overview of the Consultation Process  
The Role of the Consultant  
Consultation Models  
Understanding Who the Client Is  
Managing Expectations |
| 5    | Consultation Process: Step One:  
Enter and Contracting  
The Proposal/Contract |
| 6    | Consultation Process-Stages Two & Three:  
Discovery & Dialogue and Feedback  
Decision to Act  
Case Studies |
| 7    | Consultation Process-Stages Four & Five  
Engagement & Implementation and  
Extension, Recycle or Termination  
Intervention Strategies |
| 8    | Getting started in consulting/developing a practice  
Establishing Work Boundaries & Fee  
Pricing Structures & Decisions  
Developing a plan  
Key elements to setting up the business |
| 9    | Getting started (continued)  
Establishing a business structure  
Branding your business  
Marketing |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Defining and understanding coaching models</td>
<td></td>
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<tr>
<td></td>
<td>▼ What is coaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▼ Historical perspective</td>
<td></td>
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<tr>
<td></td>
<td>▼ Values and code of ethics</td>
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<tr>
<td></td>
<td>▼ Coaching Models</td>
<td></td>
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<tr>
<td></td>
<td>▼ Qualities of a successful coach</td>
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<tr>
<td>11</td>
<td>The Co-Active Coaching Model: An in-depth Discussion</td>
<td></td>
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<tr>
<td>12</td>
<td>Social Entrepreneurs and Non-Profit Business Development</td>
<td>Case Studies</td>
</tr>
<tr>
<td></td>
<td>▼ What is social entrepreneurship?</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Social Entrepreneurship: International Examples</td>
<td>Case Studies</td>
</tr>
<tr>
<td></td>
<td>▼ Business Development Concepts</td>
<td>Presentations during class discussion time</td>
</tr>
<tr>
<td>14</td>
<td>Guest Presentation / Interview: A Consultant’s Personal Story/Journey</td>
<td>Presentations during class discussion time</td>
</tr>
<tr>
<td></td>
<td>▼ Business Development/Concepts</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Business Development/Concepts</td>
<td>Presentations during class discussion time</td>
</tr>
</tbody>
</table>

**STUDY DAYS / NO CLASSES**

**FINAL EXAMINATIONS**
### Course Schedule—Detailed Description

#### Unit 1: Setting the Stage: The Changing Face of Social Worker within the Non-profit and For-Profit Worlds

**Topics**
- Introduction
- Establishing the learning environment and exploring and expanding our view on the possibilities available to SW professionals

This Unit relates to course objectives 1 and 3.

**Required Assignment**


#### Unit 2: The Pathway into Consultation/Coaching: A Developmental Process

**Topics**
- Pathway into Consultation/Coaching: Developmental Process:
- Who are you? An examination of values, styles and competencies

This Unit relates to course objectives 1 and 3.
Required Readings


Recommended Readings

Unit 3: Organization Development

Topics
- Learning Organizations: An examination and review of underlying theories and principles and the field of organization development

This Unit relates to course objective 1.

Required Readings
(Instructor Note: This will be provided in a handout.)

Recommended Readings

Unit 4: Consultation Practice

Topics
- Overview of the Consultation Process
- The Role of the Consultant
  - Consultation Models
    - IRS Definition
- Understanding Who the Client Is
  - Managing Expectations

This Unit relates to course objective 1.

Required Readings
(Instructor Note: On Blackboard. Copyright 1999-2009 Brazos Consulting. You may reprint or distribute this document as long as it has not been modified and proper credit is given to Brazos Consulting and The Consulting Academy. Web links are permitted only in a new window.)


**Recommended Readings**


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**Unit 5: Consultation Process**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The five step process: Step one—Entry &amp; Contracting</td>
<td></td>
</tr>
<tr>
<td>The Proposal/Contract</td>
<td></td>
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</tbody>
</table>

This Unit relates to course objective 1.

**Required Readings**


Powerful Professionals Desktop Workshop: Free Consulting Skills Resources


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**Unit 6: Consultation Process**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation Process-Steps Two &amp; Three:</td>
<td></td>
</tr>
<tr>
<td>Discovery &amp; Dialogue and Feedback</td>
<td></td>
</tr>
<tr>
<td>Decision to Act</td>
<td></td>
</tr>
<tr>
<td>Case Studies</td>
<td></td>
</tr>
</tbody>
</table>

This Unit relates to course objective 1.
**Required Readings**


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**Unit 7: The Consultation Process**

**Topics**

- Consultation Process-Steps Four & Five
  - Engagement & Implementation and
  - Extension, Recycle or Termination
- Intervention Strategies

This Unit relates to course objective 1.

**Required Readings**


**Recommended Readings**


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**Unit 8 & 9: Developing a Business/Practice**

**Topics**

- Getting started in consulting/developing a practice
  - Developing a plan
  - Key elements to setting up the business
  - Marketing
  - Establishing fees

This Unit relates to course objective 3.

**Recommended Readings**


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**Unit 10: Coaching and Its Growing Practice**

**Topics**

- Defining and understanding the coaching model
  - What is coaching
  - Historical perspective
  - Values and code of ethics
  - Qualities of a successful coach
- Business coaching
- Guest Lecturer

This Unit relates to course objective 2.

**Required Readings**


### Unit 11: Coaching and Its Growing Practice

<table>
<thead>
<tr>
<th>Date:</th>
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</thead>
<tbody>
<tr>
<td>Topics</td>
</tr>
<tr>
<td>- Co-Active Coaching Model</td>
</tr>
<tr>
<td>- Guest Lecturer</td>
</tr>
</tbody>
</table>

This Unit relates to course objective 2.

#### Recommended Readings


### Unit 12: Social Entrepreneurs & Non-profit Business Development

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
</tr>
<tr>
<td>- Social enterprise ventures</td>
</tr>
<tr>
<td>- What is social entrepreneurship?</td>
</tr>
</tbody>
</table>

This Unit relates to course objective 4.

#### Required Readings


### Unit 13: Social Entrepreneurs & Non-Profit Business Development

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
</tr>
<tr>
<td>- Examination of International Models and more case studies</td>
</tr>
<tr>
<td>- Presentation of business concepts and plans for implementation, including a professional development plan</td>
</tr>
</tbody>
</table>

This Unit relates to course objective 4.

#### Required Readings


**Recommended Readings**


[http://www.northlandinst.org/sourcebook.cfm](http://www.northlandinst.org/sourcebook.cfm)

Social Enterprise: A Portrait of the Field. Retrieved from:

[http://community-wealth.org/content/social-enterprise-portrait-field](http://community-wealth.org/content/social-enterprise-portrait-field)

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**Unit 14: Business Development**

**Topics**

- Guest Presentation/Interview: A Consultant's Personal Story/Journey
- Presentation of business concepts and plans for implementation, including a professional development plan

This Unit relates to course objectives 1, 2, 3, and 4.

**No class on Thursday, November 24th Thanksgiving Holiday**

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**Unit 15: Business Development (Continued)**

**Topics**

- Presentation of business concepts and plans for implementation, including a professional development plan

This Unit relates to course objectives 1, 2, 3, and 4.

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**STUDY DAYS / NO CLASSES**

**FINAL EXAMINATIONS**
University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/
XII. **STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIII. **POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. **POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. **CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly


Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:
▪ Service
▪ Social justice
▪ Dignity and worth of the person
▪ Importance of human relationships
▪ Integrity
▪ Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. Complaints

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

XVII. Tips for Maximizing Your Learning Experience in this Course (Optional)

✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
✓ Come to class.
✓ Complete required readings and assignments BEFORE coming to class.
✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
✓ Come to class prepared to ask any questions you might have.
✓ Participate in class discussions.
✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
✓ Keep up with the assigned readings.

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Don’t procrastinate or postpone working on assignments.