SCHOOL OF SOCIAL WORK

SWK 250 FOUNDATIONS FOR PRACTICE

_____

INSTRUCTOR: Chuck Nash, MSW, LCSW
OFFICE: Henderson, Room 322
OFFICE HOURS: Tue. 1 - 3, Wed 10 -12 & Th. 2-5

OFFICE PHONE: (903)-468-3040
E-MAIL: Chuck.nash@tamuc.edu

_____

COURSE DESCRIPTION:

This course provides an overview of the generalist social work problem-solving process. Students develop relationship building, problem identification, and data gathering skills, which are used with all levels of client systems. Interviewing and written documentation skills are developed through in class interviews, role-plays, and written assignments. Special attention is given to ethical practice and issues of diversity.

GOALS AND COMPETENCIES:

1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:

      1.1 Apply critical thinking and effective communication (2.1.3)
      1.5 Apply change strategies with all levels of systems (2.1.10)

2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:

Updated version 12.12

2.1 Apply social work ethics & principles (2.1.2)
2.2 Engage diversity in practice (2.1.4)
2.3 Promote human rights and social and economic justice (2.1.5)

3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:

3.1 Identify and respond as a professional social worker (2.1.1)

COURSE OBJECTIVES & STUDENT LEARNING OUTCOMES:
A student who successfully completes this course should be able to:
- Apply critical thinking skills within the profession of social work as it relates to generalist practice.
- Apply knowledge and skills of generalist social work perspective to practice with systems of all sizes.
- Be aware of personal values and how they affect practice, services, and clients in generalist practice.
- Focus on strengths, capacities and resources of client systems in generalist practice.
- Identify, analyze, and learn how to implement empirically based interventions in generalist practice.
- Know appropriate helping relationships with client systems, including communication skills.
- Know case management skills.
- Know data gathering, assessment, and planning skills.
- Know how to evaluate program outcomes and practice effectiveness in generalist practice.
- Know referral to services, preparation for and participation in judicial proceedings and placement of children and other vulnerable clients.
- Know skills related to Supervision of a client base.
- Know the tools to develop a case plan.
- Promote understanding, affirmation and respect for diversity in generalist practice.
- Understand and interpret the history of the profession as related to current issues and structures in generalist practice.
- Understand case review.
- Understand factors that contribute to placing clients at risk of social and economic injustices.
- Understand social work's value base and ethics as presented in NASW's Code of Ethics.
- Work with micro, mezzo and macro client systems.

STUDENT LEARNING OUTCOMES;

1. Students will become socialized to the language and scope of the social work profession.
2. Students will begin to apply and understand social work professional ethics.

Master Syllabus as of Fall 2011

3. Students will begin to develop and build professional relationships.
4. Students will write a paper on self, evaluating personal values and ethics and principles.
5. Students will research and study the NASW Code of Ethics and SW practice principles.
6. Students will engage in classroom discussions of oppressed populations.

RELATIONSHIP TO OTHER COURSES:

TEXT:

> Johnson, L.C. & Yanca, S.J. (2009). 10 Ed. Social work practice: A generalist approach.
>
> Boston: Allyn & Bacon.

GRADING:

Helping Process Paper	100 points
Assessment & Treatment Plan	100 points
Mid term examination	100 points
Final Examination	200 points
TOTAL	500 points

A = 450-500 points
B = 400-449 points
C = 350-399 points
D = 300-349 points
F = 299 and below

CSWE EPAS Practice Behavior Measurements:

1. Competency Educational Policy 2.1.1.7 -- Identify as a professional social worker and conduct oneself accordingly. Students attends well to professional roles and boundaries. MEASUREMENT: Classroom behaviors, discussions and articulation of class assignments

2. Competency Educational Policy 2.1.2.3. & 5 -- Apply social work ethical principles to guide professional practice. Students recognize and manages professional values to guide practice (e.g. on multicultural diverse rights). Students are able to apply strategies of ethical reasoning to arrive at principled decisions. MEASUREMENT: Written paper on self and critique of classroom discussions.

3. Competency Educational Policy 2.1.3.3.,4,5,6,7, & 8 -- Apply critical thinking to inform and communicate professional judgments. Student presents oral and written skills in using critical thinking augmented by creative and curiosity. Student presents good assessment skills. Students presents good foundation for problem solving skills. Student evidences present skills at assessing multiple sources of client information and developing a viable plan of service. MEASUREMENT: Assignment #2

OVERVIEW OF ASSIGNMENTS:

Helping Process Paper: – This assignment is designed to encourage students to think about the helping process. Write about personal examples of giving and receiving help. Include descriptions of your feelings as both the recipient and the giver of help. Identify, from personal experience, the relationship factors that allow help to take place.   This paper should draw on your personal experiences and should refer to the concepts and theories learned in class. Papers will be graded on the following criteria: **Due Thursday, February** 25th**.**

    1.   Quality and clarity of the example of giving help (facts and feelings)   **25 points.**
    2.   Quality and clarity of the example of receiving help (facts and feelings) **25 points.**
    3.   Integration of course concepts regarding the helping relationship.
            How do the examples above demonstrate the qualities of an
            effective helping relationship? Does the analysis of the examples
            demonstrate an understanding of course concepts?   **25 points**
            .
    4.   Quality of writing style, including organization, grammar, spelling. . **25 points**

            TOTAL   **100 points**

        The paper should be three to four typed pages, double–spaced.

Rubrics' Key - Evaluation for assignments

5	Excellent
4	Above Expectations
3	Met Expectation
2	Minimum expectations were met
1	Minimum expectations were not met

Competency Educational Policy 2.1.3.3,4,5,6,7 & 8 -- Apply critical thinking to inform and communicate professional judgment - Core values and personal value system explored.

Student is skilled in using critical thinking augmented by creativity and curiosity. Student presents good self-assessment skills of own personal value system. Student presents good problem solving and analytical skills. Student evidenced ability to gather and assess data

	Measurable Behavior	E	AE	ME	MM	MNM
2.1.3.3	Student was able to present skills in using critical thinking					
2.1.3.4	Student was able to present good self-assessment skills					
2.1.3.5	Student was able to identify personal value system					

Master Syllabus as of Fall 2011

2.1.3.5	Student was able to present good problem solving skills					
2.1.3.6	Student was able to present good data gathering skills					

<u>Treatment Plan</u>: Create a treatment plan with an individual based on a format provided by the instructor. Write a multi-dimensional assessment, prioritizing the client's problem based on an outline provided by the instructor. Write a treatment and intervention plan that includes information about development, community contingencies, family relationships, and other factors that relate to the individual client. Include a measurement plan for evaluating the effectiveness of the intervention. Write a termination plan and measurement of success. **Due Tuesday,** March 18th**. TOTAL 100 points. (Illustrations will be provided during class)**

Competency Educational Policy 2.1.2.3 & 5 - Apply social work ethical principles to guide professional practice. Student recognizes and manages professional values to guide practice (e.g. on multicultural diverse rights). Students are able to apply strategies of ethical reasoning to arrive at principled decisions. Measured by class participation and written self paper

Student is skilled in recognizing professional values, roles and boundaries of the social worker. Student demonstrated their ability to separate personal biases from practice methodology.

Measurable Behaviors	E	AE	ME	MM	MNM	
Student is able to present an understanding of ethics and personal values for good social work practice methods						
Student is able to apply strategies of ethical reasoning						
Student is able to present clear boundaries of practice						

EXAMINATIONS:

There will be one mid term examination **(TOTAL 100 points)** and one final examination **(TOTAL 200 points).**

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

Master Syllabus as of Fall 2011

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.
If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES:

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the

products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In") to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors

Master Syllabus as of Fall 2011

or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

COURSE SCHEDULE

Week	Reading(s)	Assignment/Activities	Link to Comp.	
1 Jan 14 -16	Course Outline/Ch. 1 & 2	Introductions/Read Ch. 1 and 2	1.1,1.2,1.3,1.5	
2 Jan 21-23	Ch. 3	Reading/Class discussion on Diversity	2.1,2.2.2.3	
3 Feb 4-6	Ch.4	Review of Self Evaluation/Reading assignment	3.1 and 3.2	
4 Feb 11-13	Ch. 5	Reading/Class discussion	1.1.1.2.1.3.1.4 &1.5	
5 Feb 18-20	Ch. 6	Reading	2.1,2.2 & 2.3	
6 Feb 25-27	Ch. 7	Self-Paper Due/Reading Feb 25th	1.1.1.2.1.3.1.4,2.1.2.2 &2.3	
7 Mar 4-6	Ch. 8 Mar 6 - MID TERM	Reading/Examples of Assessments -MID TERM	1.1,1.3,2.1,2.2 & 2.3	
8Mar 18-20	Ch.9	Treatment Plan Due/Reading March 18	1.1,2.1,3.1	
9 Mar 25-27	Ch. 10	Reading/Class Discussion on Practice Methods	1.1-1.5,2.1-2.3, & 3.1-3.2	
10Apr 8-10	Ch. 11	Reading	All	
11Apr 15-17	Ch. 12	Readings/Evaluation/Termination	All	

12Apr 22-24	Ch. 13 & 14	Reading/Class discussion/summary of Ch's.	All	
13Apr 29/1	Review	Review	All	
14May 6	FIANL EXAM	FINAL EXAM	All	
15				
16				

BIBLIOGRAPHY

Anderson, J.E. (1988). *Foundations of Social Work Practice*. N.Y.: Springer
    Publishing Co.

Brekke, J. D. and Barrio, C. (1997). Cross-ethnic differences in schizophrenia: the influence of culture and minority
    status. *Schizophrenia Bulletin, 23(2),* 305-316.

Brill, N.I. (1995). *Working with People: The Helping Process, 5th Edition*. NY:
    Longman.

Burgest, D.R. (Ed.). (1989). *Social Work Practice with Minorities*, *2nd Ed.*
    Metuchen, N.J.: Scarecrow Press.

Castex, G. M. (1994). Providing services to Hispanic/Latino populations: Profiles in Diversity. *Social Work, 39(3),*
        288-296.

Combs, A. W. and Gonzales, D. M. (1994). *Helping relationships (4th Ed.).* Boston: Allyn & Bacon.

Compton, B.R. & Galaway, B. (1994). *Social Work Process, 5th Edition*. Pacific
    Grove, CA: Brooks Cole.

DeJong, P. and Miller, S.D. (1995). How to interview for client strengths. *Social Work, 40(6),* 729-736.

DeNitto, D.M. & Dye, T.R. (1986). *Social Welfare: Politics and Public Policy,*
    Second Edition). Englewood Cliffs: Prentice Hall.

Fox, R. (1993). *Elements of the Helping Process: A guide for Clinicians.* NY:

Haworth Press.

Gilbert, N. & Specht, H. (1977). *Planning for Social Welfare.* Englewood Cliffs,
        N.J.: Prentice Hall.

Harrison, D.F., Worarski, J.S.& Thyer, B.A. (Eds.) (1992). *Cultural Diversity and Social
        Work Practice*. Springfield, Ill.: Charles C. Thomas Publishing.

Hartman, A. & Laird,J. (1983). *Family Centered Social Work Practice*. New
        York: The Free Press.

Hepworth, D. H. & Larsen, J. A. (1997). *Direct Social Work Practice: Theory and Skills (5th ed.).*
Pacific Grove, CA:
        Brooks/Cole

Hepworth, D. (1993). Managing manipulative behavior in the helping relationship. *Social
Work, 38(6),* 674-682.

Ingersoll, S. L. & Patton. S.O. (1990). *Treating Perpetrators of Sexual Abuse*,
        Lexington, Ma: Lexington Books.

Jansson, B.S. (1994). *Social Welfare Policy: From Theory to Policy Practice, 2nd Ed*. Pacific
        Grove, CA: Brooks/Cole.

Kadushin, A. and Kadushin, G. (1997). –*The social work interview (4th ed.).* New York:
Columbia University
        Press.

Kagle, J. D. (1993). Record keeping: directions for the 1990s. *Social Work 38(2),* 190-196.

Kagle, J. D. and Giebelhausen, P. N. (1994). Dual relationship and professional boundaries.
Social Work, 39(2),
         213-220.

LaFromboise, T.D., Trimble, J.E. & Mohatt, G.V. (1990). Counseling Interventions and
        American Indian Tradition: An Integrated Approach. *The Counseling Psychologist.*
        18(4), 628-654.

Loewenberg, F.M. & Dolgoff ,R. (1992). *Ethical Decisions for Social Work
        Practice.* Itasca. IL: Peacock.

Lum, D. (1996). *Social work practice and people of color: a process stage approach.* Pacific

Grove, CA:
     Brooks/Cole.

Maluccio, A.N., Krieger,Robin, Pine, B.A. (Eds.). (1990). *Preparing
     Adolescents for Life after Foster Care: The Central Role of Fostering Parents*.
     Washington DC: Child Welfare League of America.

Morales, J. & Bok, M. (Eds.). (1992). *Multicultural Human Services for Aids
     Treatment and Prevention: Policy, Perspectives, and Planning*. New York: Haworth
     Press.

O'Donnell, J. & Giovannoni, J. M. (1999). Ethnic differences in service use preferences, and
service delivery
     aspects among consumers and potential consumers of family resource centers. *Journal of
     Multicultural Social Work, 7(3,4)* 1-18.

Proctor, E. K. and Davis, L. E. (1994). The challenge of racial difference: skills for clinical
practice. *Social Work,
     39(3),* 314-323.

Pulin, J. and contributors. (2000). *Collaborative social work: strengths-based generalist
practice*. Itasca, IL:
     Peacock.

Remer, F. F. (1995). *Social Work Values and Ethics*. New York: Columbia
     University Press.

Rosenblatt, A. & Waldfogel, D. (Eds.). (1983). *Handbook of clinical Social
     Work.* San Francisco: Jossey-Bass Publishers.

Rothenberg, P.S. (1994). *Race, Class and Gender in the United States: An Integrated
     Study. (3rd Ed.)*. New York: St. Martin's Press.

Shulman, L. (1984). *The Skills of Helping: Individuals and Groups, (2nd Edition).*
     Itasca, Ill.: F.E. Peacock Publishers.

Skidmore R. (1983). *Social Work Administration*. Englewood Cliffs, N.J.:
     Prentice-Hall.

Slavin, S. (Ed.). (1985). An Introduction to Human Services Management.
     Volume 1 of Social Administration: *The Management of Social
     Service (Second Edition).* New York: The Haworth Press.

Sparks-Derman, Louise and the A.B.C. Task Force (1989). *Anti-Bias curriculum, tools for*

empowerment.
Washington, D.C.: NAEYC.

Specht, H. & Courtney, M.E. (1994). *Unfaithful Angels: How Social Work Abandoned its Mission*. N.Y.: Free Press.

Sue, S. (1992). Ethnicity and Mental Health: Research and Policy Issues. *Journal of Social Issues*, 48,187-205.

Tower, K.D. (1994). Consumer-centered social work practice: restoring client self-determination. *Social Work (39(2),* 191-196.

Trean, H.S. (1993). *Therapeutic Principles in Social Work Practice: a Primer for Clinicians.* Northvale, N.J.: J. Aronson.

Trattner, W. (1994). *From Poor Law to Welfare State., 5th Ed.* New York: The Free Press.

Uribe, V. (1995). Project 10: A school based outreach to gay and lesbian youth, in G. Unks (Ed.) *The gay teen* (3-12). New York: Routledge.

Van Den Bergh, N. & Cooper, L.B., (Eds.). (1986). *Feminist Visions for Social Work*. Silver Spring, Md.: National Association of Social Workers.

Weisssman, H.H. et al. (1983). *Agency-Based Social Work: Neglected Aspects of Clinical Practice.* Philadelphia: Temple University Press.

Yalom, I. (1985). *The Theory and Practice of Group Psychotherapy.,* New York: Basic Books.