

Course Syllabus: Practice I
SOWK 3533 TR 11:00-12:20 Dillard Bldg. 336
Spring 2023 January 17 – May 13, 2023

Contact Information

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Course Description

The purpose of this course is to provide the student with generalist practice, theoretical knowledge, and practice skills necessary for field placement and entry level generalist practice in social work. Social work skills of engaging the client in a professional relationship, interviewing, assessment, treatment planning and evaluating interventions at the individual and family level will be taught didactically and experientially from a generalist framework. The application of ethics and the use of self and personal family history in working with individuals and families will be addressed. The application of social science knowledge and theories to working with individuals and families will be taught. Evaluation of the students own practice effectiveness based upon social work knowledge and theory will be demonstrated in this class.

Course Objectives

Upon completion of the course, the students should be able to:

1. Demonstrate knowledge of ethical and professional behavior working with multicultural and diverse individuals and families. (Knowledge, Values, Skills, Cognitive & Affective Processes)
3. Demonstrate knowledge of human behavior and the social environment, person-in-person environment, and other multidisciplinary theoretical frameworks to engage, assess and intervene with individuals and families. (Knowledge, Values, Skills, Cognitive & Affective Processes)
4. Recognize and manage own personal values and biases and maintain professionalism working with individuals and families. (Knowledge, Values)
5. Ability to use empathy, reflection, and interpersonal skills to effectively engage diverse individuals and families. (Knowledge, Values, Skills)
6. Ability to assess and apply critical thinking to interpret information and implement interventions. (Knowledge, Values, Skills, Cognitive & Affective Processes)
7. Ability to evaluate and implement intervention of goals with measurable outcomes based on assessment of strengths, needs and challenges. (Knowledge, Values, Skills, Cognitive & Affective Processes)

| Core Competencies | Course Objectives | Practice Behaviors | Assignments |
|---|---------------------------|---|--|
| Demonstrate Ethical and Professional Behavior | All the course objectives | Practice personal reflection and self-correction; attend to professional roles and boundaries | All reading, homework, class exercises, quizzes, and assignments |
| Engage Diversity and Difference in Practice | All the course objectives | Distinguish, appraise, and integrate multiple-sources of knowledge | All reading, homework, class exercises, quizzes, and assignments |
| Advance Human Rights and Social, Economic, and Environmental Justice | All the course objectives | Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level | All reading, homework, class exercises, quizzes, and assignments |
| Engage in Practice-Informed Research and Research-Informed Practice | All the course objectives | Distinguish, appraise, and integrate multiple sources of knowledge | All reading, homework, class exercises, quizzes, and assignments |
| Engage in Policy Practice | All the course objectives | Identify social policy at all level that affects well-being, service delivery, and access to social services | All reading, homework, class exercises, quizzes, and assignments |
| Engage with Individuals, Families, Groups, Organizations, and Communities | All the course objectives | Demonstrate understanding to apply theoretical framework knowledge and use of empathy, reflection and interpersonal skills; effectively engage diverse clients and constituencies | All reading, homework, class exercises, quizzes, and assignments |

| | | | |
|--|---------------------------|--|--|
| Assess Individuals, Families, Groups, Organizations, and Communities | All the course objectives | Collect and organize data and apply critical thinking, analyze assessment data, develop goals and objectives | All reading, homework, class exercises, quizzes, and assignments |
| Intervene with Individuals, Families, Groups, Organizations, and Communities | All the course objectives | Critically choose and implement intervention to achieve practice goals | All reading, homework, class exercises, quizzes, and assignments |
| Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | All the course objectives | Select and use appropriate methods for evaluation outcomes | All reading, homework, class exercises, quizzes, and assignments |

TEXTBOOK & INSTRUCTIONAL MATERIAL

Karen K. Kirst-Ashman and Grafton H. Hull, Jr. (2016). *Understanding Generalist Practice*. (8th ed.) Cengage Learning.

List price: 221.25 (prices may vary depending on the vendor)

Course Delivery

This course has been planned as a face-to-face class for spring, 2023. The class will meet in its regularly scheduled room all scheduled days.

Course delivery or course format may change if Midwestern State University campus operations are required to change. Should that be necessary, students will be advised of the changes.

Course Instruction Methods and Policy

This course will be taught through group discussions and lectures. It is the responsibility of the student to attend and take notes of the lecture read the assigned chapters and complete assignments and test on dates they are due. Missed assignments and exams cannot be made up if missed. A grade of zero (0) will be recorded.

Course Assignments

Students will be required to complete assigned reading, quizzes, discussion homework including participation in class. There will be 10 quizzes and a final exam. The quizzes and final exam will consist of multiple-choice questions. Your quiz will be open every Thursday at 5:00pm and will close every Saturday by 11:30pm. **Homework**

assignments will be completed on the discussion board. Homework will be worth 10 points, 5 for completing it on the discussion board and 5 for discussing the homework assignment in class.

ASSIGNMENT #1: Due March 11

Social Assessment, interview a person of your choosing (do not use any identifying information) use the information to compose a social assessment. The assessment should be 2 to 4 pages, typed double spaced with a cover sheet, no references needed for this paper. Specific headings and topic requirements for this paper will be provided and discussed in class.

ASSIGNMENT # 2 Due April 8

Develop a written treatment plan with measurable goals and objectives. Assignment requirements and instructions will be provided and discussed in class.

Tutoring Assistance

For writing assistance take advantage of the Tutoring and Academic Support Program which is located on the first floor of the Moffett Library. For more information about tutoring and other services offered, visit the [TASP website](#).

Grading

Table 1: The student’s achievement will be evaluated on the basis of written assignments, class exams and class participation.

| Assignments | Weight |
|--------------------------------------|--------|
| Discussion Homework/Presentations | 10% |
| Assignment 1 | 20% |
| Assignment 2 | 20% |
| Quizzes | 30% |
| Final Exam | 20% |

Table 2: Weighted average will be used to calculate final grade.

| Grade | Points |
|-------|--------------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | Less than 60 |

Social Work Program Grade Policy

A course grade of below a C or an average of below 70% will be considered a failing grade. Students must repeat social work courses in which they receive a grade of D or F.

Desire-to Learn (D2L)

Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a source of communication regarding assignments, examination materials and general course information. You can log into D2L through the MSU Homepage. Please email D2Lhelp@msutexas.edu if you require any assistance.

Social Work Program Attendance Policy

Students are allowed three excused absences as defined by the MSU absence policy. For an absence to be excused the student must inform the instructor of the reason for the absence and provide documentation supporting the need for the class absence. A student who has missed five classes (including the three excused absences) will receive a lower letter grade. *After six absences the student will be dropped from the class. If the sixth absence were to happen after the last day for "W" the student will receive a grade "F."

It is expected that students attend every class. If unable to attend class, please inform the instructor before the class starts (or before class time). If unable to attend class due to an emergency, please inform the instructor as soon as possible. Please note that *for each "uninformed class absence" 5 points will be taken off the final points. Please note that the instructor should be informed directly via email or office phone. In case of an emergency, please inform the instructor as soon as possible. Coming late to class and leaving early from class without any prior notice will also have an adverse impact on attendance and participation grades.

Professional Expectations of Student Behavior

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. Accountability: Attend class, arrive on time, and return from break in a timely manner.

Participate in group activities and assignments at a comparable level to peers.

Complete work in a timely fashion and according to directions provided.

Come to class prepared, with readings and other homework completed.

2. Respect: Treat all your peers, your instructors and all those you encounter, with dignity and respect always. Listen while others are speaking. Give feedback to peers in a constructive manner. Approach conflict with peers or instructors in a cooperative manner. Use positive and nonjudgmental language.

3. Confidentiality: Treat any personal information that you hear about a peer or an instructor as strictly confidential. Maintain any information shared in class, dyads, or smaller groups within that unit. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.) Never use names of clients or disclose other identifying information in the classroom.

4. Competence: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities. Come to class with books, handouts, syllabus, and pens. Seek out appropriate support when having difficulties to ensure success in completing course requirements. Take responsibility for the quality of completed tests and assignment. Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. Integrity: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities. Academic: Commit yourself to learning the rules of citing other's work properly. Do your own work and take credit only for your own work. Acknowledge areas where improvement is needed. Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. Diversity: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity. Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping. Exhibit a willingness to serve diverse groups of persons. Demonstrate an understanding of how values and culture interact.

7. Communication: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and with creating client records. Demonstrate assertive communication with peers and instructors. Practice positive, constructive, respectful, and professional communications skills with peers and instructor: (body language, empathy, listening)

8. Social Justice: Strive to deepen your commitment to social justice for all populations at risk. Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups. Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The Department of Social Work may terminate a student's participation in the program based on professional non-suitability if the Department's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the MSU of Social Work Student Manual, or the MSU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism (turnitin.com will be used to check the originality of the text).
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the department or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during course study.

For additional university-wide policies and regulations, see the MSU Undergraduate Catalog. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "Run. Hide. Fight."

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local state, and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University Undergraduate Catalog.

Course Changes

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

| Weeks & Dates | Topic | Reading & Assignments |
|--|---|--|
| Week 1 January 17 - January 21 | Introducing Generalist Practice: The Generalist Intervention Model | - Chapter 1 |
| Week 2 January 22 - January 28 | Practice Skills for Working with Individuals | - Chapter 2 |
| Week 3 January 29 - February 4 | Engagement and Assessment in Generalist Practice | - Chapter 5 - Homework |
| Week 4 February 5 - February 11 | Social Assessment Assignment Discussion | |
| Week 5 February 12 - February 18 | Planning in Generalist Practice | - Chapter 6 - Social Assessment Draft Due Feb. 16 |
| Week 6 February 19 - February 25 | Examples of Implementation in Generalist Practice | - Chapter 7 - Quiz 1 |
| Week 7 February 26 - March 4 | Evaluation, Termination, and Follow-Up in Generalist Practice | - Chapter 8 - Quiz 2 - Homework |
| Week 8 March 5 - March 11 | Understanding Families: Family Assessment | - Chapter 9 - Quiz 3 - Homework |
| March 12 - 18 | Spring Break | |

| Weeks & Dates | Topic | Reading & Assignments |
|-----------------------------------|---|---|
| Week 10 March 19 – March 25 | Working with Families | - Chapter 10 - Quiz 4 - Homework |
| Week 11 March 26 – April 1 | Values, Ethics, and the Resolution of Ethical Dilemmas | - Chapter 11 - Quiz 5 - Homework |
| Week 12 April 2 – April 8 | Culturally Competent Social Work Practice | - Chapter 12 - Quiz 6 - Homework |
| Week 13 April 9 – April 15 | Gender-Sensitive Social Work Practice Assignment I – Psychosocial History Due - April 15 | - Chapter 13 - Quiz 7 - Homework |
| Week 14 April 16 – April 22 | Advocacy Assignment II – Treatment Plan Due - April 22nd | - Chapter 14 - Quiz 8 - Homework |
| Week 15 April 23 – April 29 | Brokering and Case Management | - Chapter 15 - Quiz 9 - Homework |
| Week 16 April 30 – May 6 | Recording in Generalist Social Work Practice | - Chapter 16 - Quiz 10 - Homework |
| Week 17 May 7 – May 13 | Final Due May 9 | - Over Chapters 1, 5, 6 |