Course Syllabus
SW 304
Social Work Practice I
Credit Hours: 3

Faculty Information

First Last, PhD, LCSW   Office hours: by appointment only
Assistant Professor of Social Work   Phone:
Office:

Best way to reach me
The best way to reach me is through email:
- Email address

Response time
You can expect a response from me within 24-48 hours, excluding weekends. I can sometimes respond to you on evenings/weekends, but not always.

Prerequisites

Prerequisites include SW 301, sophomore status, and admission to the Social Work program.

Required Text & Other Materials
- Ashman, K.K. and Hull, G.H. (2015). *Understanding Generalist Practice* (7th edition), Brooks\Cole.

- Cummins, Linda; Sevel, Judith; and Pedrick, Laura. (2012). *Social Work Skills for Beginning Direct Practice* (3rd. ed.), Pearson Education, Inc.
- Walsh, Joseph. (2013). *Theories for Direct Social Work Practice* (3rd edition), Cengage Learning.
- Articles and videos as assigned.

Course Description

SW 304 Practice I is the first of three required foundational courses in the practice sequence as a social work major. Open only to Social Work majors, it is a basic course in which students receive a comprehensive introduction to the knowledge, principles, values and skills of social work for practice with individuals and families. The course focuses on broadening the overall knowledge base and appreciation for: client systems and services, human diversity, the interface of people and the development of the practice skills of engagement, problem assessment, intervention, evaluation and termination. Ethical and legal parameters of practice are incorporated. Students demonstrate through role play the integration of theoretical concepts, practice skills and professional values. Throughout the exercises, students are required to evaluate the outcome of the interaction and progress toward goals that have been jointly determined by worker and client. Readings, lectures, role playing and assignments provide students with knowledge and skills for interaction with clients at a basic level.

The Practice I class requires students to apply NASW Code of Ethics to their role-play situations. Ethical decision making is stressed through problems assigned for students to critically analyze.

In Practice I, students are given information regarding ethnic/minority individuals and families. They are given role-play situations in which they must demonstrate application of knowledge and theory to practice. The practice experience provides opportunity to begin to integrate classroom learning in social work practice settings.

Students in Practice I must demonstrate knowledge of populations at risk. They must also demonstrate the generalist intervention model and social work roles useful in working with populations at risk. Role-play situations are designed to integrate knowledge of populations at risk with social work intervention.

Additional Notes Regarding SW 304
- Formal Admission into the Brescia University Social Work Program is required before taking this course.
- You do need a computer equipped with a webcam and **microphone (headset)** for this course.
- You will be asked to participate in You-tube video making.
- It is recommended that you have "high-speed" internet technology.
- "Chats" are "video chats."
- I believe that this course will challenge you, but I hope to promote your growth in skills crucial in the daily life of a social worker. Relax, have some fun, and try; I realize that some of these skills are awkward to try at first…
- You will need to find someone (not receiving services from you), your "Practice Buddy" to practice and demonstrate skills. (It can be a different person each time, but consistency may be helpful). This person must sign the provided consent form, and be willing to be recorded.

- You will need to be prepared to commit at least one hour weekly outside of class with your Practice Buddy to practice and demonstrate skills.

Generalist Practice

The faculty of the Brescia University Social Work Program is committed to the provision of an educational experience that will train professional Baccalaureate level social workers in generalist practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies outlined by the CSWE EPAS 2015.

Principal Instructional Techniques

_X_ Reading	_X_ Multimedia activities	___ Debates	_X_ Reflection
_X_ Listening	_X_ Lecture	___ Presentation	___ Group project
_X_ Skill practice	_X_ Asynchronous Discussion	_X_ Paper	_X_ Written homework
_X_ Experiential activities	_X_ Role play	_X_ Skill demonstration	_X_ Peer feedback
_X_ Synchronous chat	_X_ Quizzes or Exams	_X_ Watching	___ Other

The class will include lecture/discussion, role-play situations, discussion forums, chats, problem-solving and analysis.

Online instructional methods may include:
- Online learning lessons.
- Individual consultations with instructor.
- Chat room discussion groups (chat feature).
- Threaded discussions (Discussion Board).
- Cooperative/collaborative learning activities designed by the instructor

Student Learning Objectives

SLO 1: **Theory Paper:** Understand that evidence that informs practice derives from multi-disciplinary ways of knowing. Understand the processes for translating research findings into effective practice. *(Review)*

SLO 2: **Role Play:** Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Understand how their personal experiences and affective reactions may affect their assessment and decision-making. *(Review)*

SLO 3: **Role Play:** Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

SLO 4: **Role Play:** Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. *(Review)*

SLO 5: **Theory Paper & Role Play:** Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate intervention with clients and constituencies. *(Review)*

Course Requirements

Participation

Class participation and attendance are critical to success in this class. The student is expected not only complete assignments, but to be alert and participate in meaningful class discussions. The student is encouraged to bring information from outside sources to class for sharing with others. Students missing 20% or more of the scheduled class meetings may be dropped one letter grade or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

Due Dates for Assignments

Due Date	Name of Assignment	Points toward Final Grade
Weekly	Attendance and participation	100
Weekly	Graded Assignments (10)	100
Week 7	Theory Paper	100
Week 12	Midterm	50
Week 13	Role Play Video	100
Week 16	Self-Evaluation of Video/Final	50

Completion of Assignments

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

All written assignments are to be typed, double spaced, 12 point font, 1 inch margins, and in APA format. This includes the appropriate format for citation of references when needed. Please note that cover pages, while required for all written assignments, do not count toward the minimum page requirements. All assignments are due on the date indicated in the syllabus and no late assignments will be accepted without prior approval from the instructor. Please understand that technical issues with computers are the sole responsibility of the student and will not be accepted as a reason for deadlines to be extended. Back up and save your work often to avoid any such mishaps. All assignments will be posted through the course and not emailed to the instructor.

Technology Requirements
- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

Email
The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

Time Zone
All assignment due dates and times reflect the Central time zone. All scheduled chats are held according to the Central time zone, as well.

Weekly Chats
All synchronous chats are held on _____ (day) from ____ (pm) to ____ (pm) in the Adobe Connect classroom. The first class meeting is _____. The last class meeting is _____. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

Methods of Evaluation

Description of Course Assignments

Assignment	Description
Theory Paper	Throughout the Walsh text, several theories of Social Work practice are identified and explained. In a 3 page minimum paper (3-5 suggested), compare and contrast two of the theories discussed. Discuss the main concepts of each theory. Discuss how the theories would be utilized within different individuals and issues that may be presented to you, the social worker. Further describe the usefulness of each of the two theories in regards to Social Work Practice, concentrating on a micro practice perspective. Related course objectives: SLO 1; (CSWE Competencies: 4 K, 8 K) (**See rubric**)
Midterm	The Midterm will cover the readings assigned, the topics discussed in class, and the teaching points learned during role play. The format of the examinations will be essay.
Self-Evaluation of Role Play Video/Final	Once you have completed your video, you must complete a 3-5 page paper of your self-analysis as the social worker in the video. This will require you to watch your video several times, review feedback from your professor, review feedback from your peers, analyze, synthesize, and formulate your opinion. It is not imperative that the video demonstrate that you did all of these skills correctly. Rather, the purpose of this paper is for you to critically analyze yourself and notice which areas you did well, which areas are missing, and which skills and areas have room for improvement. You will also incorporate a discussion of the Generalist Intervention Model. In this discussion you will list

	the components of the GIM, things you have learned in the class, struggles, areas of improvement, etc.
Video Role Play	Students are to digitally record a video of a session with their practice buddy (PB). The PB may be a classmate, friend, etc., and MUST NOT be a person who receives services from you should you currently be working within a social services agency. The video will be approximately 8-9 minutes (No more than 9:30) in length. You are responsible for ensuring that the video is of good quality and can be viewed on a home or office computer. **The video is due on ()**. You will upload the video link to a discussion board. Your peers will review the video and will provide feedback as indicated. For the video you will first establish the basic information as follows (You will complete this in monologue form): • What is the agency in your role play (i.e. Hospital, nursing home, homeless shelter, counseling agency, etc) • Basic information- How did this person get referred to you? • What information do you know before the interview- reason for referral, client's situation as you know it now, etc? • Introduction of yourself. • Introduction of the services of your agency. • Issues related to confidentiality, reporting requirements, etc. In the role play you will be evaluated on the basic interviewing skills we have discussed throughout the semester. Examples include, but are not limited to • Asking questions, open-ended and closed ended, gathering relevant information, assessment information • Active listening • Paraphrasing, Reflection of Feeling, Summarizing, Clarification, Information giving, interpretation, etc. • Attitude of warmth, concern, genuineness, and empathy • Focus on strengths perspective- promoting the strengths of the client • Establishment of 1 goal/objective for the client- this must be clear! • Inclusion of the client into the goal setting process If you have specific questions please do not hesitate to ask me. You may want to review the chapters in the workbook that focus on "skills" such as active listening, rephrasing, asking questions, etc. The video is worth 100 points towards your final grade. Related course objectives: SLO 2 – 5; (CSWE Competencies: 6 S, 7 S, 8 S, 9 S) **(See rubric)**
Graded Assignments	Throughout the course of the semester, you will pair with a "Practice Buddy." You will practice identified skills with your buddy. These "sessions" will be archived and reviewed, and you will receive feedback regarding the identified skills.

Grading Scale
450 – 500 points = A
400 – 449 points = B
350 – 399 points = C
300 – 349 points = D
< 300 points = F

Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact _____ in the Office of Disability Services at _____ or _____ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to "recover" lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections.

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels
3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

Students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

Examples of Academic Dishonesty

Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.
- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of "double-dipping," meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a short-cut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any MSW course.

Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.
If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:
a) give you an F for the assignment,
b) give you an F for the course.

In addition, you will be referred to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

Sexual Assault

Sexual assault of college students, especially female students, is a significant problem. Studies of campus sexual assault indicate that many assaults and attempted assaults are never reported. If you experience sexual assault, I encourage you to report it. If you would happen to share this with me, or if I become aware of it, I want to make sure you know about my legal reporting requirements. In all instances and to the extent possible, the University will protect the privacy of all parties. That said, under federal law, campus officials, including faculty (with some exceptions) who receive a report of sexual assault, whether from the student involved or a third party, must share that information with the appropriate University authorities for investigation and follow-up. This applies to both on-campus and online students. The University is obligated under the law to investigate the complaint and take appropriate actions to eliminate sexual harassment and sexual assault, prevent its recurrence, and address its effects. The University is obligated to conduct this investigation regardless of the complainant's request regarding confidentiality of the process. Therefore, please know that by law, this is not information that I can keep confidential.

HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

Conduct

Students are expected to conduct themselves in a responsible manner by showing courtesy and respect for faculty members and fellow students during chat sessions. Students should not have

personal conversations during the instruction period. Students should be respectful of others' ideas/opinions and not interrupt another's answers. Students should minimize disruptions such as logging in late, leaving early and taking bathroom breaks during the class period. Students displaying inappropriate, disruptive, or disrespectful conduct will be asked to log out.

Class Schedule

Week 1
- Chapter 1: Text: Kirst-Ashman
- Workbook: Chapter 1

Week 2
- Chapter 11: Text: Kirst-Ashman Values, Ethics and the Resolution of Ethical Dilemmas
- Workbook: Chapter 2

Week 3
- Walsh Chapter One and Beyond
- Cummins Chapter 3

Week 4
- Chapter 2: Text: Kirst-Ashman Micro Practice Skills: Working with Individuals
- Workbook: Chapter 5
- Walsh

Week 5
- Workbook: Chapters 6 and 7
- Walsh

Week 6
- Chapter 5: Text: Kirst-Ashman Engagement and Assessment in Generalist Practice
- Workbook Chapter 8

Week 7
- Chapter 5: Text: Kirst-Ashman Engagement and Assessment in Generalist Practice
- Workbook: Chapter 9
- **Theory Paper Due**!!!!

Week 8
- Chapter 6: Text: Kirst-Ashman Planning in Generalist Practice
- Workbook: Chapter 10

Week 9
BREAK

Week 10
- Chapter 7: Text: Kirst-Ashman Implementation Applications
- Workbook: Chapter 11
- SAMHSA Tip 35
- Walsh Chapter 11

Week 11
- Chapter 8: Text: Kirst-Ashman Evaluation, Termination and Follow-Up
- Workbook: Chapter 12

Week 12
- Midterm

Week 13
- Chapter 12; Text: Kirst-Ashman Culturally Competent Practice
- Workbook: Chapter 4
- Chapter 13: Text: Kirst-Ashman Gender Sensitive Practice
- **Final Role Plays Due!!!**

Week 14
- Role Play Reviews

Week 15
- Role Play Reviews

Week 16
- Role Play Reviews

Week 17
- **<u>Self-evaluation of Role Play/Final Paper Due!!!</u>**
- Course Evaluation

Outcomes Assessment

BU Educational Outcome #1
Student will demonstrate the ability to think critically, analyze information, and communicate effectively.

CSWE Competency #4
Engage in practice-informed research and research-informed practice

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand that evidence that informs practice derives from multi-	Theory Paper	Review

disciplinary ways of knowing. Understand the processes for translating research findings into effective practice.		

CSWE Competency #7
Assess Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	Role Play	Review

CSWE Competency #9
Evaluate Practice with Individuals, Families, Groups, Organizations and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.	Role Play	Review

BU Educational Outcome #2
Student will demonstrate the ability to think critically, analyze information, and communicate effectively.

CSWE Competency #6
Engage with individuals, families, groups, organizations, and communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand theories of human behavior and the social environment,	Role Play	Review

and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Understand how personal experiences and affective reactions may impact ability to effectively engage with diverse clients and constituencies.		

CSWE Competency #8 Intervene with individuals, families, groups, and organizations.		
Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate intervention with clients and constituencies.	Role Play and Theory Paper	Review

Theory Paper GRADING RUBRIC

SW 304 – Theory Paper	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Uses and translates research evidence to inform and improve practice. (Comp. 4 K)	30	Accurately articulates comparison of theories; strong understanding of framework; logical thought process.	Adequately utilizes research, adequately compares/ contrasts two theories.	Minimally utilizes research, minimally compares/ contrasts two theories.	Fails to utilize research, fails to compare and contrast two theories.	
Applies theoretical framework in intervention. (Comp. 8 K)	30	Analysis accurately interprets differences; makes causal connections; analysis is well-developed.	Adequately explains how differences are utilized in different scenarios	Minimally explains how differences are utilized in different scenarios.	Fails to explain how differences are utilized in different scenarios.	
Describe the usefulness of theories related to Social Work micro practice. (Comp. 4 CAP)	20	Accurately articulates the usefulness of theories, provides reasoning and discusses implications in detail.	Adequately describes usefulness of theories to micro practice.	Minimally describes usefulness of theories to micro practice.	Fails to describe usefulness of theories to micro practice.	
Correct use of APA, grammar, sentence structure, spelling and punctuation	20	Almost entirely free of mechanical errors.	Mechanical or structural errors are a distraction, but do not confuse overall understanding.	Mechanical errors present that hinder the connection of ideas.	Many mechanical errors in paper are distracting with no structured flow of ideas	

Role Play GRADING RUBRIC

SW 304—Role Play	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points

Uses empathy and interpersonal skills to effectively engage client. (Comp. 6 S)	30	Excellent engagement, introduces self/agency services, explain confidentiality and mandatory reporting requirements; builds rapport and gains clients trust in disclosure of information.	Adequately engages client, introduce self/agency services, and explains confidentiality and mandatory reporting requirements.	Minimally engages client, introduce self/agency services, explain confidentiality and mandatory reporting requirements.	Fails to effectively engage client, introduce self/agency services, explains confidentiality and mandatory reporting requirements.	
Collects, organizes and interprets client information. (Comp. 7 S)	30	Excellent assessment; Clearly asks multiple appropriate questions, gains data which is summarized and utilized during session. Gains appropriate responses from client.	Adequately assesses client, ask appropriate questions, elicit client responses, gain data, organize and interpret data accurately based on information provided.	Minimally assesses client, ask appropriate questions, elicit client responses, gain data, organize and interpret data accurately based on information provided.	Fails to adequately assess client, ask appropriate questions, elicit client responses, gain data, organize and interpret data accurately based on information provided.	
Implements interventions to achieve practice goals and enhance capacities of client. (Comp. 8 S)	30	Excellent intervention utilizing client strengths and engagement.	Adequately implements intervention. Minimal strengths, client involvement.	Minimally implements intervention, neglects strengths, client involvement.	Fails to implement intervention.	