



**Angelo State University
Department of Psychology, Sociology, and Social Work
SWK 4373: Social Work Practice III**

Course Dates, Time, and Location

Spring Semester, 2012: January 17, 2012 to May 11, 2012
Tuesday, Thursday: 11:00 am - 12:15 pm
Academic Building, Room 205

Instructor Contact Information

Thomas W. Starkey, Ph.D., LCSW
Assistant Professor
Academic Building, Office 104F
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E-Mail: tstarkey@angelo.edu

Office Hours: MTWRF 8:00 am - 10:00 am

Course Description

The integrative seminar in social work. This capstone course facilitates the integration and application of the generalist social work curriculum in diverse, evolving, and emerging practice contexts. Student career development, use of technology, and professional leadership are emphasized. As a part of this course, students must take and pass a comprehensive examination. Prerequisite: SWK 4371

Course Introduction

This is the final course in the social work curriculum and is designed to integrate the social work curriculum into a meaningful whole. For example, the social work core courses are built on a liberal arts foundation; the university core curriculum or pre-social work courses. The internship experience and advanced social work electives follow the social work core course expanding on student knowledge, practice skills, and values. These three stages represent levels of student development and require integration. Social work courses at ASU are organized around domain sequences; there are five domain sequences including the HBSE, social work practice, social welfare policy and practice, social work research, and social work internship sequences. The first course in each sequence forms the foundation for the next course in the same sequence.

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Consequently, each course in a domain sequence must be carefully integrated. Lastly, each domain sequence must be integrated with the others. For example, each of the five domain sequences as whole must be integrated; more specifically, the HBSE sequence must be integrated with the social work practice sequence, and so forth.

This integration of curriculum is developed around 10 competencies and 41 associated practice behaviors outlined in the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS; 2008). In your various social work course you have been exposed to the knowledge, skills, and values of the social work profession; additionally, you have had supervised generalist social work practice employing the professions knowledge, skills, and values. You have taken many exams, have written many papers, and have completed many other assignments that have been carefully designed to measure all 41 of the practice behaviors listed in the EPAS.

It is the purpose of this class to facilitate the integration of the above described components. To this end, you will be asked to develop a professional portfolio, write and integrated paper, and successfully completed a standardized comprehensive examination in this course.

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

EP 2.1.1 -- Identify as a professional social worker and conduct oneself accordingly.

Students will reflect on and integrate their knowledge of professional social work and what it means to be a professional social worker in relationship to social work roles, functions, ethical standards, professional demeanor, the importance of life-long learning, the use of supervision and consultation, self-correction, and professional development. Students will reflect on and integrate their knowledge of professional social work values with their professional activities. Students will reflect upon and integrate skills necessary to identify as professional social workers and conduct themselves accordingly in their behavior, appearance, and communication (written and oral).

EP 2.1.2 -- Apply social work ethical principles to guide professional practice.

Students will reflect upon and integrate their knowledge of the *NASW Code of Ethics* (and other appropriate social work codes of ethics) with generalist social work practice. Students will reflect upon and integrate their personal values with their professional values to guide practice. Students will reflect upon and integrate their skills applying professional values to generalist social work practice.

EP 2.1.3 -- Apply critical thinking to inform and communicate professional judgments.

Students will apply their knowledge of what critical thinking is to the social work curriculum including their internship experience. Students will reflect upon the value of critical thinking as it relates to scientific inquiry, reasoned discernment, and its importance to competent

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social work practice. Students will practice their critical thinking skills in written class assignments and discussion.

EP 2.1.4 -- Engage diversity and difference in practice.

Students will reflect upon and integrate their knowledge of how culture, social organization, and personal values may oppress, marginalize, alienate, or unjustly create power or privilege for certain groups. Students will reflect upon their own personal values and biases when working with diverse groups in efforts to respect the dignity and worth of every person and promote social justice in practice. Students will critically evaluate their skills in recognizing and communicating differences between people. Also, students will critically evaluate their skills in recognizing clients as informants about various areas of diversity.

EP 2.1.5 -- Advance human rights and social and economic justice.

Students will reflect upon and integrate their knowledge of the forms and mechanisms of oppression and discrimination. Students will reflect upon social work values as a guide to promote social and economic justice. Students will integrate their skills engaging in generalist social work practice that advances social and economic justice.

EP 2.1.6 -- Engage in research-informed practice and practice-informed research.

Students will reflect upon and integrate their knowledge of the social work literature (i.e., research) that can be used to inform generalist social work practice, and how practice can inform social work research. Students will reflect upon and integrate their skills applying research to generalist social work practice and practice experience in scientific inquiry. Students will reflect upon and integrate social work values and ethics in their discussion of research informed practice and practice informed research.

EP 2.1.7 -- Apply knowledge of human behavior and the social environment.

Students will reflect upon and integrate their knowledge of behavior in the social environment across the lifespan into generalist social work practice. Student will reflect upon and integrate their skills necessary to apply biological, psychological, and social theories to generalist social work practice. Students will reflect upon and integrate social work ethics and the profession's core values when applying theories of human behavior in the social environment to generalist social work practice.

EP 2.1.8 -- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Students will reflect upon and integrate their knowledge of social welfare policy and practice into generalist social work practice. Students will reflect upon and integrate their skills relating to advocacy for policies that advance the social and economic well-being of all people. Students reflect upon and integrate social work values when applying policy to generalist social work practice.

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EP 2.1.9 -- Respond to contexts that shape practice.

Students will reflect upon and integrate their knowledge of the dynamic nature of social work practice including evolving organizational, community, and social context in which generalist practice occurs. Students will reflect upon and integrate social work values in responding to the evolving context that shape generalist social work practice. Students will reflect upon and integrate their skills to artfully employ evidence-based practice strategies in evolving and dynamic contexts where generalist practice may occur.

EP 2.1.10 -- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Students will reflect upon and integrate their knowledge of engagement, assessment, intervention, and evaluation with individuals, families, and groups. Students will reflect upon and integrate professional values in generalist practice activities (i.e., engagement, assessment, intervention with, and evaluation of individuals, families, and groups). Students will reflect upon and integrate their skills in engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities.

Required Texts:

Ritter, J. A., Vakalahi, H. F. O., & Kiernan-Stern, M. (2009). *101 careers in social work*. New York, NY: Springer Publishing Company. ISBN: 978-082615405-7

Association for Advanced Training in the Behavioral Sciences. (2011). *Independent Study Program for the bachelors social work exam*. Ventura, CA: Author.
Must be ordered from the ASU Campus Bookstore

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

Grading Information

Grading Scale:

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
59 or Below = F

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Point Values and Description for Assignments and Examinations:

Professional Performance 10%

This is relevant to attendance and engaging in class activities, including frequency and quality.

- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB3 Attend to professional roles and boundaries.
- PB4 Demonstrate professional demeanor in behavior, appearance, and communication.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Professional Portfolio 40%

Each student will create and develop a professional portfolio, written in strict accordance with the most recent edition of the APA style manual, containing the following elements:

- I. Cover Page
- II. Personal Statement
 - A. Reflection of your overall experience from start to finish in the SWK Program
 - B. Your career goals
 - C. Your motivation to pursue licensure, certification
 - D. Your intentions concerning graduate training and life-long learning experiences
- III. Resume
- IV. Self-Evaluation
- V. Overall Summary
- VI. References (if any)

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

- PB1 Advocate for client access to the services of social work.
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- PB3 Attend to professional roles and boundaries.
- PB4 Demonstrate professional demeanor in behavior, appearance, and communication.

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- PB5 Engage in career-long learning.
- PB6 Use supervision and consultation.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB8 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
- PB9 Tolerate ambiguity in resolving ethical conflicts.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB12 Analyze models of assessment, prevention, intervention, and evaluation.
- PB13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
- PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB17 View themselves as learners and engage those with whom they work as informants.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
- PB19 Advocate for human rights and social and economic justice.
- PB20 Engage in practices that advance social and economic justice.
- PB21 Use practice experience to inform scientific inquiry.
- PB22 Use research evidence to inform practice.
- PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB24 Critique and apply knowledge to understand person and environment.
- PB25 Analyze, formulate, and advocate for policies that advance social well-being.
- PB26 Collaborate with colleagues and clients for effective policy action.
- PB27 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- PB28 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
- PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- PB30 Use empathy and other interpersonal skills.
- PB31 Develop a mutually agreed-on focus of work and desired outcomes.
- PB32 Collect, organize, and interpret client data.
- PB33 Assess client strengths and limitations.
- PB34 Develop mutually agreed-on intervention goals and objectives.
- PB35 Select appropriate intervention strategies.

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- PB36 Initiate actions to achieve organizational goals.
- PB37 Implement prevention interventions that enhance client capacities.
- PB38 Help clients resolve problems.
- PB39 Negotiate, mediate, and advocate for clients.
- PB40 Facilitate transitions and endings.
- PB41 Critically analyze, monitor, and evaluate interventions.

Integrated Paper

50%

Each student will write an integrated paper, between 20 and 30 pages in length, not including the cover and reference pages, which strictly conforms to the most recent edition of the APA style manual, based on their own work with client systems in their internship experience. Each paper must contain the following elements:

- I. Description of the Agency and Population Served
- II. Applications of HBSE to a Particular Case or Issue
- III. Implementation of the General Intervention Model
 - A. Engagement of the client system
 - B. Assessment of the client system
 - C. Planning with the client system
 - D. Intervention with the client system
 - E. Evaluation with the client system
 - F. Termination with the client system
 - G. Follow-up with the client system
- IV. Use of Evidence-Based Practice
- V. Policy Issues Encountered
- VI. Diversity Issues Encountered
- VII. Ethical Issues Encountered
- VIII. Social and Economic Justice Issues Encountered
- IX. Analysis of Organizational, Community, or other Social Constraints
- X. Personal Reflection Based on your Classroom and Internship Experiences
 - A. Commitment to humanity
 - B. Self-awareness
 - C. Adherence to professional values and ethics
 - D. Commitment to diversity in all its forms
 - E. Commitment to confidentiality
 - F. Superior interpersonal skills
 - G. Excellent analytical and communication skills
 - H. Flexibility and balance
 - I. Life-long learning

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Comprehensive Examination

0%

Each student will successfully complete the social work comprehensive examination. The exam covers the following broad areas of generalist social work practice:

- I. Human Development, Diversity, and Behavior in the Environment
- II. Assessment in Social Work Practice
- III. Direct and Indirect Practice
- IV. Professional Relationships, Values, and Ethics

This exam strives to measure your social work knowledge, skills, and values related to the EPAS 10 competencies and 41 practice behaviors. There are 170 items of the examination and you will have four (4) hours. The examination is closed book, is delivered in electronic format (i.e., via a computer), and is administered in a supervised lab environment on the ASU campus. You will have two attempts during the semester to achieve an acceptable score on this examination. An acceptable score is required to pass this course and for graduation from ASU's B.S.W. program.

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Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.
- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University's Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf
- All students are expected to follow the National Association of Social Workers [*Code of Ethics*](#).
- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf
- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.
- Late assignments are not accepted for any reason unless the reason is approved by the course instructor.
- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at:

http://www.angelo.edu/services/student_life/disability.html

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Course Schedule

Week/Dates	Lecture Topics/Readings/Assignments
Week 1 1/17-1/20	<p>Course Orientation</p> <p>Reading: Chapter 1-2 (Ritter, Vakalahi, & Kiernan-Stern)</p> <p>Lecture Topic: Social Work and You-Reflection and Integration</p> <p>Assignment: Self-Reflection Draft (Ritter, Vakalahi, & Kiernan-Stern, p. 13)</p>
Week 2 1/23-1/27	<p>Reading: Chapter 3 & 20 (Ritter, Vakalahi, & Kiernan-Stern)</p> <p>Lecture Topic: Licensing, Certification, and the Job Search</p> <p>Assignment: Personal Statement and Resume Draft</p>
Week 3 1/30-2/3	<p>Reading: Human Development, Diversity, and Behavior in the Environment (Association for Advanced Training in the Behavioral Sciences, Vol. II)</p> <p>Lecture Topic: Human Development, Diversity, and Behavior in the Environment-Reflection and Integration</p>
Week 4 2/6-2/10	<p>Reading: Human Development, Diversity, and Behavior in the Environment (Association for Advanced Training in the Behavioral Sciences, Vol. II)</p> <p>Lecture Topic: Human Development, Diversity, and Behavior in the Environment-Reflection and Integration</p> <p>Assignment: Human Development, Diversity, and Behavior in the Environment Chapter Review Items; Draft of Sections I & II of Integrated Paper</p>
Week 5 2/13-2/17	<p>Reading: Assessment in Social Work Practice (Association for Advanced Training in the Behavioral Sciences, Vol. III)</p> <p>Lecture Topic: Assessment in Social Work Practice-Reflection and Integration</p> <p>Assignment: Draft of Sections III & IV of Integrated Paper</p>
Week 6 2/20-2/24	<p>Reading: Assessment in Social Work Practice (Association for Advanced Training in the Behavioral Sciences, Vol. III)</p> <p>Lecture Topic: Assessment in Social Work Practice-Reflection and Integration</p> <p>Assignment: Assessment in Social Work Practice Chapter Review Items; Draft of Sections V & VI of Integrated Paper</p>

Course Schedule Continued on the Next Page

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<p>Week 7 2/27-3/2</p>	<p>Reading: Direct and Indirect Social Work Practice (Association for Advanced Training in the Behavioral Sciences, Vol. IV)</p> <p>Lecture Topic: Direct and Indirect Social Work Practice-Reflection and Integration</p> <p>Assignment: Draft Sections of VII & VIII of Integrated Paper</p>
<p>Week 8 3/5-3/9</p>	<p>Reading: Direct and Indirect Social Work Practice (Association for Advanced Training in the Behavioral Sciences, Vol. IV)</p> <p>Lecture Topic: Direct and Indirect Social Work Practice-Reflection and Integration</p> <p>Assignment: Direct and Indirect Social Work Practice Chapter Review Items; Draft Sections of IX & X of Integrated Paper</p>
<p>Week 9 3/19-3/23</p> <p>3/12-3/16 is Spring Break</p>	<p>Reading: Professional Relationships, Values, and Ethics (Association for Advanced Training in the Behavioral Sciences, Vol. V)</p> <p>Lecture Topic: Professional Relationships, Values, and Ethics-Reflection and Integration</p> <p>Assignment: Full Draft of Integrated Paper</p>
<p>Week 10 3/26-3/30</p>	<p>Reading: Professional Relationships, Values, and Ethics (Association for Advanced Training in the Behavioral Sciences, Vol. V)</p> <p>Lecture Topic: Professional Relationships, Values, and Ethics-Reflection and Integration</p> <p>Assignment: Professional Relationship, Values, and Ethics Chapter Review Items; 2nd Draft of Integrated Paper</p>
<p>Week 11 4/2-4/6</p>	<p>Lecture Topic: Comprehensive Examination Debriefing</p> <p>Comprehensive Examination-1st Attempt (Date/Time/Place TBA)</p>
<p>Week 12 4/9-4/13</p>	<p>Lecture Topic: Discussion of Integrated Paper and Professional Portfolio</p> <p>Assignment: 2nd Draft of Personal Statement</p>
<p>Week 13 4/16-4/20</p>	<p>Lecture Topic: Testing Taking Strategies and Test Anxiety Management-A Review</p> <p>Comprehensive Examination-2nd Attempt (Date/Time/Place TBA)</p>
<p>Week 14 4/23-4/27</p>	<p>Lecture Topic: Completing the Self-Evaluation</p> <p>Assignment: The Final Integrated Paper is Due</p> <p><i>Course Schedule Continued on the Next Page</i></p>

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Week 15 4/30-5/4	Lecture Topic: Next Steps Assignment: The Final Professional Portfolio is Due
Week 16 5/7-5/11	Oral Final Exam