



**Angelo State University
Department of Psychology, Sociology, and Social Work
SWK 3309: Social Work Practice I**

Course Dates, Time, and Location

Fall Semester, 2011: August 22, 2011 to December 9, 2011
Monday, Wednesday, Friday: 11:00 am - 11:50 am
Academic Building, Room 219

Instructor Contact Information

Tom Starkey, Ph.D., LCSW
Assistant Professor
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Office Hours: MTWRF 2:00 pm - 4:00 pm

Course Description

The introduction to social work practice with individuals, couples, families and small groups, including the use of communication skills, supervision, and consultation. Focuses on engagement, assessment and evaluation, planning for service delivery, implementing empirically based interventions, and evaluating outcomes. Prerequisite: SWK 2307, SWK 2317 and Admission into the BSW Degree Program; Prerequisite or Corequisite: SWK 3307

Course Introduction

This course is the first in a series of three social work practice courses and lays the foundation for generalist social work practice; each course building on the other in succession. Social Work Practice I uses as a foundation student knowledge of the social work profession and social welfare policy and practice gained in SWK 2307 Introduction to Social Work and SWK 2317 Social Welfare Policy and Practice I. In accordance with the Educational Policy promulgated by the Council on Social Work Education, the purpose of this course is to provide a foundation for generalist social work practice on the micro (individuals, couples, families) and mezzo (small groups) levels.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)

Generalist social work practice is anchored in and applies social work values, ethics, knowledge, and adheres to the mission of the profession focusing on the strengths, capacities, and resources of client systems in relation to the broader social environment (i.e., human behavior in the social environment content). Generalist social work practice uses a general intervention model (i.e., the helping process), based on the knowledge, skills, and values of the social work profession; and includes client engagement; assessment, planning, intervention, evaluation, termination, and follow-up. Students will learn to base evidenced supported interventions on client strengths, capacities, and resources that are designed to help clients overcome personal challenges and resolve personal deficits based on the helping process. Each of the steps in the general intervention model, and their associated activities and processes, are covered in detail in this course as they apply to individuals, couples, families, and small groups (i.e., direct practice on the micro and mezzo level). These “micro” and “mezzo” level skills are important and form the skill base employed in practice at the “macro” level covered in SWK 3313 Social Work Practice II.

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 continue to develop 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 gain knowledge of the professional values of the social work profession and gain skill using social work values and ethics to guide professional activities. Students will build upon their existing 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 build upon their existing knowledge of the *NASW Code of Ethics* (and other appropriate social work codes of ethics) and their importance in social work practice. Students will recognize and manage personal values in a way that allows professional values to guide practice. Students will begin to learn the skills of applying their professional values to generalist social work practice.

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

Students will gain knowledge of what critical thinking is and how it can be applied. Students will learn the value of critical thinking as it relates to scientific inquiry, reasoned discernment, and its importance to competent social work practice. Students will practice their critical thinking skills in written class assignments and discussion.

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

Students will build knowledge of the forms and mechanisms of oppression and discrimination. Students will apply social work values to advocacy in efforts to promote social and economic justice. Students will learn skills to engage 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 gain knowledge of the social work literature (i.e., research) that can be used to inform generalist social work practice. Students will learn skills to apply practice experience in scientific inquiry. Students will incorporate 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 gain the knowledge necessary to incorporate human behavior in the social environment across the lifespan to generalist social work practice. Student will learn the skills necessary to apply biological, psychological, and social theories to generalist social work practice. Students will learn the importance of employing social work ethics and the profession's core values to guide their application of human behavior in the social environment to generalist social work practice.

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

Students will gain the knowledge necessary to engage, assess, intervene, and evaluate with individuals, families, and groups. Students will apply professional values to generalist practice activities (i.e., engagement, assessment, intervention with, and evaluation of individuals, families, and groups). Students will discuss and learn skills necessary to engage, assess, intervene, and evaluate individuals, families, and groups.

Required Texts:

Kirst-Ashman, K. K., & Hull, G. H. (2012). *Understanding generalist practice* (6th ed.). Belmont, CA: Brooks/Cole. ISBN: 978-0-8400-3382-6

Kirst-Ashman, K. K., Hull, G. H., & Vogel, V. (2012). *Practice behaviors workbook*. Belmont, CA: Brooks/Cole. ISBN: 978-0-8400-3446-5

Texas Occupation Code. (2005, September 1). *Texas occupations code, chapter 505, social work practice act*. Retrieved February 7, 2011, from <http://www.dshs.state.tx.us/socialwork/swlaw.pdf>

Texas State Board of Social Worker Examiners. (2011, January 27). *Rules relating to the regulation of social workers*. Retrieved February 7, 2011, from http://www.dshs.state.tx.us/socialwork/sw_rules.pdf

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

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.

- PB1 Advocate for client access to the services of social work.
- 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.

Social Work Laws/Statutes and Rules/Regulations Review 10%

Each student will read the [Laws/Statutes](#) and the [Rules/Regulations](#), published by the TSBSWE, relating to social work practice in Texas, and the [NASW Code of Ethics](#). After reading these documents, you will write a short paper (no less than five pages including the cover sheet and reference page) conforming to the following outline:

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)

- I. Introduction
 - A. Purpose of the Laws/Statues
 - B. Purpose of the Rules/Regulations
 - C. The difference between the Laws/Statues and the Rules/Regulations
- II. Criteria to be Licensed as a LBSW
 - A. Criteria for the LBSW
 - B. Criteria for LBSW-IPR
- III. Define Baccalaureate Social Work Practice
 - A. Summarize the Main Elements of the LBSW Definition
 - B. Define “Direct Practice”
 - C. Define “Counseling, Supportive” and “Counseling, Clinical”
 1. What is the difference between supportive counseling, clinical counseling, and clinical social work?
 - D. Define Independent Non-Clinical Practice
 1. Compare and Contrast Clinical and Non-Clinical Social Work Practice
- IV. The Code of Conduct and Standards of Practice
 - A. Choose one item from the Code of Conduct found in the Rules/Regulations relating to social work practice. What is its relevance and importance to generalist social work practice?
 - B. How does this element of the Code of Conduct relate to the core values of the social work profession (one or more than one of them)?
 - C. What is the relationship (compare/contrast) between the TSBSWE’s Code of Conduct and Standards of Practice and the NASW’s Code of Ethics?
- V. Discussion and Conclusion
 - A. What have you learned from this assignment?
 - B. Is your understanding of social work practice in Texas greater after this assignment?

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.

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.

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- PB9 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.
- PB10 Tolerate ambiguity in resolving ethical conflicts.
- 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.

Examinations

40%

There will be four (4) online, open book, multiple attempt (no more than three attempts), timed, examinations in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus LockDown browser.

- PB5 Engage in career-long learning.
- PB6 Use supervision and consultation.
- 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.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
- PB20 Engage in practices that advance social and economic justice.
- 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.
- 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.
- 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.

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PB41 Critically analyze, monitor, and evaluate interventions.

Practice Behaviors Workbook Assignments

40%

Each student will complete assigned chapters from the Practice Behavior Workbook. These assignments are designed to help students apply the knowledge learned in class, and also act as a measure of certain practice behaviors.

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.

PB36 Initiate actions to achieve organizational goals.

PB38 Help clients resolve problems.

PB39 Negotiate, mediate, and advocate for clients.

PB40 Facilitate transitions and endings.

PB41 Critically analyze, monitor, and evaluate interventions.

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.

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- 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

Course Schedule

Week/Dates	Lecture Topics/Readings/Assignments
Week 1 8/22-8/26	<p>Course Orientation</p> <p>Reading: Chapter 1</p> <p>Lecture Topic: The General Intervention Model and Generalist Practice</p> <p>Assignment: Practice Behaviors Workbook Chapter 1 Exercises</p>
Week 2 8/29-9/2	<p>Reading: Chapter 2</p> <p>Lecture Topic: Micro Practice Skills</p> <p>Assignment: Practice Behaviors Workbook Chapter 2 Exercises</p>
Week 3 9/5-9/9 9/5 is Labor Day	<p>Reading: Chapter 3</p> <p>Lecture Topic: Mezzo Practice Skills</p> <p>Assignment: Practice Behaviors Workbook Chapter 3 Exercises</p>
Week 4 9/12-9/16	<p>Reading: Chapter 5</p> <p>Lecture Topic: Engagement and Assessment in Generalist Practice</p> <p>Assignment: Practice Behaviors Workbook Chapter 5 Exercises</p> <p>Exam 1: Chapters 1-3, 9/12/2011 to 9/16/2011</p> <p style="text-align: right;"><i>Course Schedule Continued on the Next Page</i></p>

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Week 5 9/19-9/23	Reading: Chapter 6 Lecture Topic: Planning in Generalist Practice Assignment: Practice Behaviors Workbook Chapter 6 Exercises
Week 6 9/26-9/30	Reading: Chapter 7 Lecture Topic: Implementation of Services in Generalist Practice Assignment: Practice Behaviors Workbook Chapter 7 Exercises
Week 7 10/3-10/7	Reading: Chapter 8 Lecture Topic: Evaluation, Termination, and Follow-up in Generalist Practice Assignment: Practice Behaviors Workbook Chapter 8 Exercises
Week 8 10/10-10/14	Reading: Chapter 9 Lecture Topic: Understanding Families Assignment: Practice Behaviors Workbook Chapter 9 Exercises Exam 2: Chapters 5-8, 10/10/2011 to 10/14/2011
Week 9 10/17-10/21	Reading: Chapter 10 Lecture Topic: Working with Families in Generalist Practice Assignment: Practice Behaviors Workbook Chapter 10 Exercises
Week 10 10/24-10/28	Reading: Chapter 11 Lecture Topic: Values and Ethics in Generalist Practice Assignment: Practice Behaviors Workbook Chapter 11 Exercises
Week 11 10/31-11/4	Reading: Chapter 12 Lecture Topic: Diversity and Cultural Competence in Generalist Practice Assignment: Practice Behaviors Workbook Chapter 12 Exercises Assignment: Social Work Laws/Statutes and Rules/Regulations Review Due
	<i>Course Schedule Continued on the Next Page</i>

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<p>Week 12 11/7-11/11</p>	<p>Reading: Chapter 13</p> <p>Lecture Topic: Gender Sensitive Generalist Practice</p> <p>Assignment: Practice Behaviors Workbook Chapter 13 Exercises</p> <p>Exam 3: Chapters 9-12, 11/7/2011 to 11/11/2011</p>
<p>Week 13 11/14-11/18</p>	<p>Reading: Chapter 14</p> <p>Lecture Topic: Advocacy in Generalist Practice</p> <p>Assignment: Practice Behaviors Workbook Chapter 14 Exercises</p>
<p>Week 14 11/21-11/25 11/24-11/25 is Thanksgiving</p>	<p>Reading Chapter 15</p> <p>Lecture Topic: Case Management in Generalist Practice</p> <p>Assignment: Practice Behaviors Workbook Chapter 15 Exercises</p>
<p>Week 15 11/28-12/2</p>	<p>Reading Chapter 16</p> <p>Lecture Topic: Documentation in Generalist Practice</p> <p>Assignment: Practice Behaviors Workbook Chapter 16 Exercises</p>
<p>Week 16 12/5-12/9</p>	<p>Exam 4: Chapter 13-16, 12/1/2011 to 12/7/2011</p>