Angelo State University
Department of Social Work
SWK 3309: Social Work Practice I

Course Dates, Time, and Location

Summer Session I, 2018: June 3, 2019 to July 3, 2019
Online Course Format

Instructor Contact Information

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Clinical Assistant Professor of Social Work
E-Mail: anne.scaggs@angelo.edu

Office Hours: M-F 10:30 am - to 12:30 pm and by appointment via Collaborate, Skype, or email

- Please note that emails received after 6 p.m. will be answered the following morning.

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 Co-requisite: 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**

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

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Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement 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. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment 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. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention 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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers 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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Required Texts:


Important Web links:


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:*

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<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
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<tr>
<td>Journal Submissions</td>
<td>25%</td>
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<tr>
<td>Examinations</td>
<td>40%</td>
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<tr>
<td>Client Assessment Research Paper</td>
<td>25%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Professional Performance 10%

This is relevant to participation (all students are required to engage in discussion boards by answering the discussion questions that will be posted by instructor and commenting on the posts of fellow students); including frequency and quality; professional presentation; and so forth. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Participation also includes the timely submissions of all assignments and the professionalism of your interaction with your peers.

Journal Submissions 25%

There will be 5 journal submissions worth 25 percent of your grade. Journal submissions will be graded on the following criteria; Critical thinking, Integration of course content, and Grammar, Spelling, and Punctuation.

Client Assessment Research Paper 25%

Each student will write a research, between 9 and 10 pages in length, including the cover and reference pages, which strictly conforms to the most recent edition of the APA style manual, based on a client system that they are interested in working with in the future. Each student will need to have no less than 5 peer reviewed journals/books that will be used for this paper. Each student is required to see the graduate assistant for help with APA and make appropriate changes which will account for 10 points of your total grade. Each paper must contain the following elements:

I. Client System—Research and Define an individual client system that you are interested in.
   A. Define Micro level social work practice
   B. Discuss diversity issues faced by your client including mechanisms of oppression and discrimination. How will you negotiate, mediate, and advocate with and on behalf of your client?
   C. Identify personal biases that could impact your interaction with the client and discuss how you will manage those biases.

II. Evidence Based Practice (EBP)
   A. Research and define an Evidence Based Practice that is commonly used with the client system that you have picked.
   B. How does this EBP meet the needs of your client and enhance their capacity?
   C. Would another EBP be more effective in meeting your client’s needs?

III. General Intervention Model (GIM)
   A. Research and define the General Intervention Model.
   B. How would you apply the GIM to your client?
   C. Discuss how the Code of Ethics applies to your intervention with the client and identify relevant laws
   D. How will you analyze, monitor, and evaluate the interventions used? What methods are appropriate for evaluation of outcomes?

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Do you foresee any difficulties for your client or yourself in any of the steps of the GIM.

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.

B6 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
B7 present themselves as learners and engage clients and constituencies as experts of their own experiences; and
B8 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
B13 use and translate research evidence to inform and improve practice, policy, and service delivery
B17 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
B18 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
B19 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
B20 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
B21 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
B22 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
B23 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
B24 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
B26 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
B27 facilitate effective transitions and endings that advance mutually agreed-on goals.
B28 select and use appropriate methods for evaluation of outcomes;
B29 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
B30 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

Examinations 40%

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
There will be four (4) in class examinations for this course. Each of these examinations is worth 10% of your total course grade.

**Testing via Respondus™ Monitor**

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

**OTHER REQUIRED MATERIALS**

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (*Please note: a plug-in webcam allows the student to perform thorough environmental scans*)

Refer to **Angelo State University’s Distance Education** website for further technology requirements: [http://www.angelo.edu/distance_education](http://www.angelo.edu/distance_education)

*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.).*

**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](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*.

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• 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.

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

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
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<tr>
<td>June 3-June 8</td>
<td>Module I: Chapter 1-3 (Zastrow)</td>
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<tr>
<td></td>
<td><em>Lecture Topics: Overview of Social Work Practice, Social Work Values, Assessment</em></td>
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<td></td>
<td>Journal 1 due by 6/6 - You are a social worker who works for a hospice organization in Texas. You have a client who has an advanced case of ALS (amyotrophic lateral sclerosis). This is a progressive and fatal disease caused by degeneration of the nerve cells in the central nervous system that control voluntary muscle movement. Your client, John Hawkins, has lost control of most of his muscles. He has a prognosis of 4 months left to live. He and his wife ask you to find a state in which Mr. Hawkins could legally end his life through physician assisted suicide. Physician assisted suicide is not legal in Texas, but is legal in Oregon, Washington, and Montana. Using Congress’s ETHIC Process Model of Decision Making, speculate how you would proceed in arriving at a decision of how to respond to the Hawkins’ request. Refer to page 61 in your book and answer the questions listed in Steps 2-7.</td>
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<tr>
<td>Week 2</td>
<td>Reading: Chapters 4-7 (Zastrow)</td>
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<th>Week 3</th>
<th>June 16-22</th>
<th>Reading: Chapters 8-11 (Zastrow)</th>
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**Exam 2: Chapters 4-7  6/16 to 6/19**

**Journal 3 due by 6/20** – Write a description of your family. Provide information on who is a member (may include aunts, uncles, grandparents, foster children, etc.), ages, and genders of members, occupation or professions of members, religious orientations, political orientations, family values, educational levels attained by members, significant qualities or characteristics of members, hobbies or interests of members, significant family activities, current stresses or challenges faced by family members or by the family, significant resources and strengths of the family and past family crises. (Share only the information you are comfortable sharing. This is more about looking at and understanding your family dynamics than it is about disclosure of what you might consider private information.) When you are done, discuss what you learned about the roles in your family and how your family communicates.

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<tr>
<th>Week 4</th>
<th>June 23-29</th>
<th>Reading: Chapters 12-14 (Zastrow)</th>
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**Assignment: Client Assessment Research Paper Due by 6/24/19, by 12pm**

**Exam 3: Chapters 8-11  6/23 to 6/26**

**Journal 4 due by 6/27**– The social work profession prides itself on its recognition of the importance of ethnic, cultural, racial, and sexual differences. However, there are still barriers that exist when working with diverse clients and groups. These barriers are due to worker-client cross-cultural differences, stereotypes, and our need to be more culturally competent as social work practitioners. Complete Exercise 12.1 on page 379 and discuss what stereotypes you discovered you need to be aware of and how you plan to educate yourself in order to provide your clients with the best services possible.

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<tr>
<th>Week 5</th>
<th>June 30- July 3</th>
<th>Final: Chapters 12-14 (Exam will be posted on 6/30 to 7/3)</th>
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<td><strong>Journal 5 due by 7/2 before 3pm</strong> - Complete Exercise 14.1 on page 447 and (The instructor reserves the right to modify this syllabus throughout the semester if necessary.)</td>
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</table>
share your answers. How do you currently take care of yourself when you are stressed? Self-care is important because of the nature of the work we do as social workers. What are some additional ways you can take care of yourself?

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