



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

**Course Dates, Time, and Location**

Fall Semester, 2019: August 26, 2019 to December 13, 2019  
Monday, Wednesday, Friday 9:00 a.m-9:50a.m  
HHS 104

**Instructor Contact Information**

Chelsea D. Kading, M.S.W.  
Clinical Instructor  
HHS Building, Office 318Y  
Office Phone: 325-486-5450  
E-Mail: chelsea.kading@angelo.edu

Office Hours: Monday, Wednesday and Friday 8-9am  
Tuesday, Thursday 8:00a.m.-12:00p.m

**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 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. 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.

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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 multi-disciplinary 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,

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recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

### **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:*

Zastrow, C. H. (2013). *The Practice of Social Work: A Comprehensive Worktext* (10<sup>th</sup> ed). ISBN-13: 9780840029188 | ISBN-10: 0840029187

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

#### Important Web links:

NASW Code of Ethics--<https://www.socialworkers.org/pubs/code/default.asp>

Texas Occupation Code. *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 Scope of Practice. *Rules relating to the regulation of social workers*. Retrieved February 7, 2011, from [http://www.dshs.state.tx.us/socialwork/sw\\_rules.pdf](http://www.dshs.state.tx.us/socialwork/sw_rules.pdf)

### **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%
Group work/case studies	15%

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Quizzes	10%
Examinations	40%
Client Assessment Research Paper	25%

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<b>Total</b>	<b>100%</b>
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### **Professional Performance**

**10%**

This is relevant to attendance and engaging in class activities, including frequency and quality. An expectation of a professional social worker is that they are present in their practice setting. 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. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class.

For a three times a week class:

There is no grade penalty for the first 3 absences (this is not an invite to miss class).

- Any additional absence will result in a loss of 10 points off of your total grade.
- The 7th absence results in a failing grade for the course. Please refer to ASU policy regarding class attendance.
- Being more than 5 minutes late for class will count as an absence.

### **Group Work**

**15%**

Students will be expected to participate in group exercises that will include discussions, collaborative assignments, and role-playing. Learning about group work includes how to develop confidence and familiarity when working within the group setting. Thus, an important component of the overall course is to expose students to the experience of facilitating and participating in a variety of group-types.

Due to the nature of the group process, students absent for group exercises CANNOT make up any missed in-class assignments. If you know that you will be absent for one or more classes in advance, it is your responsibility to notify me and consider how absences may impact your grade.

### **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

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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? 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.

- B1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- B2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- B3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- B4 use technology ethically and appropriately to facilitate practice outcomes; and
- B5 use supervision and consultation to guide professional judgment and behavior.
- 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

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- 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  
and  
other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- B30 critically analyze, monitor, and evaluate intervention and program processes and outcomes

**Examinations****40%**

There will be four (4) in class examinations for this course. Each of these examinations is worth 10% of your total course grade.

**Quizzes****10%****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

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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 (6<sup>th</sup> 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\*](#).
- 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](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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## 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](http://www.angelo.edu/services/student_life/disability.html)

## Course Schedule

Week/Dates	Lecture Topics/Readings/Assignments
Week1 Aug. 26-30	Reading: Chapter 1  <b>Review Syllabus</b>
Week 2 Sept. 3-6 <b>Sept. 2 is Labor Day</b>	Reading: Chapter 2 <b>Quiz 1: Chapter 1</b>
Week 3 Sept. 19-13	Reading: Chapter 3 <b>Quiz 2: Chapter 2</b> <b>Group Work Collaborate: Case Study</b>
Week 4 Sept. 16-20	Reading: Chapter 4  <b>Exam 1: Chapters 1-3</b>
Week 5 Sept. 23-27	Reading: Chapter 5 <b>Quiz 3: Chapter 4</b>  <b>Group Work Collaborate: Role Play</b>
Week 6 Sep. 30-Oct-4	Reading: Chapter 6 <b>Quiz 4: Chapter 5</b>  <b>Group Work Collaborate: Case Study/Class Discussion</b>

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Week 7 Oct. 7-11	Reading: Chapter 7 <b>Quiz 5: Chapter 6</b>
Week 8 Oct. 14-18	Reading: Chapter 8 <b>Exam 2: Chapters 4-7</b>
Week 9 Oct. 21-25	Reading: Chapter 9 <b>Quiz 6: Chapter 8</b> <b>Group Work Collaborate: Case Study/Discussion/Role Play</b>
Week 10 Oct. 28-Nov. 1	Reading: Chapter 10 <b>Quiz 7: Chapter 9</b> <b>Group Work Collaborate: Case Study</b>
Week 11 Nov. 4-8	Reading: Chapter 11 <b>Quiz 8: Chapter 10</b>  <b>Assignment: Client Assessment Paper Due on 11/8/19 through Turnitin</b>
Week 12 Nov. 11-15	Reading: Chapter 12 <b>Exam 3: Chapters 8-11</b>
Week 13 Nov. 18-22	Reading: Chapter 13 <b>Quiz 9: Chapter 12</b>
Week 14 Nov. 25-27	Reading: Chapter 14 <b>Quiz 10: Chapter 13</b> <b>Group Work Collaborate: Class Discussion</b> <b>Group Work: Case Study</b> <b>November 28-29 Thanksgiving Holiday</b>
Week 15 Dec. 2-6	Evaluations/ Review for Final <b>Quiz 11: Chapter 14</b> <b>Group Work Collaborate: Class Discussion</b>

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Week 16  
Dec. 9-13

**Final Exam: Chapters 12-14 (Opens 12/7 @ 5 p.m. and closes 12/12 end of day)**



## Syllabus Statement Fall 2019

### Title IX at Angelo State University:

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

<b>Online:</b>	<a href="http://www.angelo.edu/incident-form">www.angelo.edu/incident-form</a>
<b>Face to Face:</b>	Mayer Administration Building, Room 210
<b>Phone:</b>	325-942-2022
<b>E-Mail:</b>	michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325- 942-2371), the 24-Hour Crisis Helpline (325 486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

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