SWK 3313.D30: Social Work Practice II

Course Dates, Time, and Location

Spring Semester, 2022: January 18, 2021 to May 13, 2022
Meeting Information: Monday's 5:30 pm – to 8:20 pm SAC Chance Academic Building Room #104

Instructor: Dr. Denetria Brooks-James, DSW, LMSW

Phone: 210-486-1744
Email: dbrooksjames@angelo.edu (preferred contact method)
- *Please note that emails received after 5 p.m. will be answered the following morning, unless it's a weekend or holiday.*

Virtual OFFICE HOURS: Changes to office hours may occur due to administrative duties; college and/or department assignments. It is best to schedule an appointment. If you do not find a time that meets your needs, please email me and I can arrange to meet with you another time. These hours will be through Zoom. Look in your Canvas for the standing Zoom link for the virtual hours listed below.

Monday   1:00 pm - 3:00 pm

Meeting ID: 994 5855 8094
Passcode: 2Vav8t

Tuesday   1:00 pm - 3:00 pm

Meeting ID: 994 5855 8094
Passcode: 2Vav8t

Wednesday   By appointment only

Thursday   1:00 pm - 3:00 pm

Meeting ID: 994 5855 8094
Passcode: 2Vav8t

Friday   By appointments only

Course Description
This course is an introduction to social work practice with large groups, organizations, and communities, including the use of communication skills, supervision, and consultation. It focuses on engagement, assessment and evaluation, planning for service delivery, implementing empirically based interventions, and evaluating outcomes

Program Outcomes

Upon completion of the program of study for BSW program, the graduate will be prepared to: engage, assess, and implement appropriate intervention strategies, and evaluate agency and community outcomes.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Group, Organization, and Community Paper/ Discussion post/ Examination	Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Group, Organization, and Community Paper/ Discussion post/ Examination	Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Group, Organization, and Community Paper/ Discussion post/ Examination	Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Group, Organization, and Community Paper/ Discussion post/ Examination	Discern evaluation methods to measure the extent of change to individuals, families, groups, organizations, and communities.

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning

Management System. The course site can be accessed at ASU's Blackboard Learning Management System

Required Texts and Materials

Kirst-Ashman, & Hull. (2018). Generalist Practice with Organizations and Communities (7th ed.). Stamford, CT: Cengage ISBN# 9781305943292

Recommended Texts and Materials

American Psychological Association. (2010). Publication manual of the American Psychological Association (7th ed.). Washington, DC

Barker, R. L. (2013). The social work dictionary (6th ed.). Washington, DC: NASW Press

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.).

Topic Outline

Module 1- Introduction to Generalist Practice with Organizations and Communities

Module 2- Stress and Time Management

Module 3- Using Micro Skills with Organizational Change

Module 4- Group Skills for Organizational and Community

Change Module 5- Understanding Organizations

Module 6- Decision Making for Organizational Change

Module 7- Implementing Organizational Change: Agency policy, projects, and

programs Module 8- Understanding Neighborhoods and Communities

Module 9- Macro Practice in Communities

Module 10- Evaluating Macro Practice

Module 11- Advocacy and Social Action with Populations at Risk

Module 12- Ethics and Ethical Dilemmas in Practice with Organizations and

Communities Module 13- Using Supervision

Module 14- Developing and Managing Agency Resources

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until the next business day.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, please include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone or Collaborate

Blackboard communication: When writing a discussion post, students will be expected to adhere to the same standards as any academic integrity standards. For example, cite any references to avoid plagiarism and only use approved APA style of writing. Post should be made in their entirety. Post and responses should at least be 4-5 sentences. Brief statements such as "I agree" or "good post" will not receive credit.

Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Assessment Papers	40
Examinations	30
Meetings/Discussion Threads	20
Professional Performance	10
Total	100%

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90.00-100 points
B = 80.00-89.99 points
C = 70.00-79.99 points
D = 60.00-69.99 points

F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies

Students are expected to be "active learners." It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

Professional Performance 10%

This is relevant to attendance in required Collaborate sessions; engaging in class activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. Essentially, ask yourself if what you are doing would be perceived as professional in an employment setting among social workers. Students are required to attend one Collaborate session each week of the semester. Collaborate sessions will occur every Tuesday from 2pm-3:15pm and every Wednesday from 5:30pm6:30pm. To be counted present, students must arrive on time and participate.

Meetings/Discussion Threads 20%

Students will attend 2 organizational meetings. The same meeting cannot count twice. Students can select any of the following meetings (meeting must be a minimum of 45 minutes long):

• City Council meetings

• County Commissioners meetings
• AA or NA meetings
• Any governmental committee meeting
• Town hall meetings
• Non-profit agency board of directors meetings
• Non-profit agencies coalition meetings
• Support group meetings
• Public Trainings
• Other meetings may be accepted with prior approval of the instructor

Students will provide verification of their attendance of the meeting as well as a summary of the activities of the meeting which will be submitted as a discussion thread. Your summary must include the student's reaction to the meeting.

It is the student's responsibility to ensure that their attendance at the meetings is in no way disruptive to the meeting and that students do not misrepresent their motivations for being in the meeting (ex: students should not act as if they have a drinking problem in an AA meeting if the student doesn't actually have a substance use issue).

There will be 5 additional discussion threads (the meetings will be shared in 2 separate discussion threads). Discussions will cover readings. You must respond to at least 2 of your peer's posts with in depth responses supported with at least 1 peer reviewed journal article or your course text.

Examinations 30%

There will be three examinations in this course. Each examination will cover a portion of assigned readings, classroom lectures, classroom activities, grants, the NASW Code of Ethics, the Texas Board of Social Work Examiners (TBSWE) Code of Conduct, and the TBSWE Scope of Practice.

Assessment Papers 40%

Throughout the semester, students will write 3 papers to develop their ability to engage, assess, intervene, and evaluation groups, organizations, and the community. Each paper will conform to the standards of the Publication Manual of the American Psychological Association, 6th Edition (2010). Each paper will be no more than 5 pages in length (not including cover page and references).

Group Paper
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess a small group (i.e. a campus group such as a fraternity, sorority, Korean Student Association, etc.). Students will discuss how to engage the group, how to assess any unmet needs of the group, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the group to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention.

Students MUST use 3 peer reviewed journal articles in addition to any other resources utilized. When writing the paper, please follow the outline below.

I.   Introduction
II. Engagement
        a.   Brief history of the group
        b.   Purpose of the group
        c.   Characteristics/Demographics of the group members
        d.   Discuss how you would use empathy, reflection, and interpersonal skills to engage the group

III. Assessment

    a. Current objectives used to meet group purpose

    b. Discuss group perceptions of their current work (how does the group think they are doing?) Include a discussion of the group's strengths and limitations

    c. Identify areas of additional needs

IV. Proposed Interventions

    a. Identify 2 needs and propose an intervention for each need.

    b. Discuss the benefits and outcomes of each intervention

    c. Clearly layout how you would implement one of your 2 proposed interventions

V. Proposed Evaluation a. Discuss how you will evaluate the efficacy of your chosen intervention (i.e. pretest/post-test, survey etc.) VI. Conclusion

Organization/Social Service Agency Paper

Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess an

organization/social service agency. Students will discuss how to engage the organization/agency, how to assess any unmet needs of the targeted population, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the agency/organization in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students MUST use 3 peer reviewed journal articles in addition to any other resources utilized. When writing the paper, please follow the outline below.

I. Introduction

II. Engagement

    a. Brief history of the agency/organization

    b. Purpose of the agency/organization (mission statement, goals, etc)

    c. Current population served (including socio-economic status, ethnicity, gender, age, etc.)

    d. Discuss how you would use empathy, reflection, and interpersonal skills to engage with the agency/organization

III. Assessment

    a. Current objectives used to meet agency/organization goals

    b. Discuss agency/organization perceptions of their current work (how do they think they are doing?)

    c. Discuss strengths and limitations of the agency/organization

IV.   Proposed Interventions

        a.   Identify 2 needs and propose an intervention for each need.

        b.   Discuss the potential benefits and costs of each intervention

        c.   Clearly lay out how you would implement one of your 2 proposed interventions

V.   Proposed Evaluation

        a.   Discuss how you will evaluate the efficacy of your chosen intervention (i.e. pretest/post-test, survey etc.)

        VI.

Conclusion

Community Paper

Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess an identified community issue. Students will discuss how to engage with stakeholders and key individuals within the community, how to assess any unmet needs of the community, select appropriate intervention strategies based on the assessment, research knowledge, and values and

preferences of the community to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students MUST use 3 peer reviewed journal articles in addition to any other resources utilized. When writing the paper, please follow the outline below.

I.   Introduction

II.   Engagement

        to help

a.   Describe identified community need

b.   Identify Stakeholders and Key Individuals (who will be able address the need)

c.   Discuss how you would use empathy, reflection, and interpersonal skills

        to engage the stakeholders and key individuals in the community

III.   Assessment Individuals

a.   Identify the strengths of the Stakeholders and Key

b.   Identify the limitations of the Stakeholders and Key

IV.   Proposed Interventions
    a.   Propose and discuss one intervention designed for the identified need.
    b.   Discuss the benefits and outcomes of the intervention
    c.   Clearly layout how you would implement the proposed interventions

V.   Proposed Evaluation
    a.   Discuss how you will evaluate the efficacy of your intervention (i.e. pretest/posttest, survey etc.) VI. Conclusion

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at andrew.rivera@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved,

submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

The course is set up on weekly modules. The week begins on Monday and ends on Sunday.

Assignment due dates are shown on the calendar/schedule of this syllabus or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

·   Angelo State University Student Handbook[1]
·   Angelo State University Catalog[2]

Student Responsibility and Attendance

Online: This class is synchronous, meaning you do have to be on-line at one of the given times. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, examinations, assessment papers, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's Statement of Academic Integrity.[3]

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.[4] The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford Director of Student

Disability Services Office of Student

Affairs

325-942-2047

dallas.swafford@angelo.edu

Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy

10.11 Grading Procedures[5] for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy[6] in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.[7]

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day[8] for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

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:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room

210 Phone: 325-942-2022

Email: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 (325942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (3259422171). For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Schedule Spring 2021

Week/Date	Topic/Assignments/Assessments DUE
Week 1: Jan 17 - 23	• Course introduction • Syllabus, course expectations, Blackboard, NASW Code of Ethics, TBSWE Scope of Practice & Code of Conduct • Kirst-Ashman & Hull: ch. 1

Week/Date	Topic/Assignments/Assessments DUE
Week 2: Jan 24 - 30	• Kirst-Ashman& Hull ch.2 • Discussion Thread – Original post due Feb 5 and peer responses due Feb 7
Week 3: Jan 31 – Feb 6	• Kirst-Ashman & Hull ch. 3

Week 4: Feb 7 - 13	• Kirst Ashman& Hull ch. 4 • Discussion Thread – Original post due 2/19 and peer responses due 2/21

Week/Date	Topic/Assignments/Assessments DUE
Week 5: Feb 14 - 20	• Exam 1-Covers chapter 1-4 • Kirst Ashman & Hull ch. 5 • Group Paper due 2/28
Week 6: Feb 21 - 27	• Kirst-Aahman & Hull ch. 6 • Meeting 1 Discussion Thread – Original post due 3/5 and peer responses due 3/7 (Submit proof of attendance via assignment link)
Week 7: Feb 28 - Mar 6	• Kirst-Ashman & Hull- ch. 7
Week 8: Mar 7 - 13	• Kirst-Ashman & Hull ch. 8 • Discussion Thread – Original post due 3/19 and peer responses due 3/21
Week 9: Mar 14 - 20	• Kirst-Ashman & Hull ch. 9 • Agency/Organization Paper Due 3/28
Week 10: Mar 21- 27	• Kirst-Ashman &Hull ch. 10 • Exam 2 Chapters 5-9 in K-A&H • Discussion Thread – Original post due 4/2 and peer responses due 4/4
Week 11: Mar 28 - Apr 3	• Kirst-Ashman & Hull ch. 11
Week 12- Apr 4 - 10	• Kirst-Ashman& Hull ch. 12 • Meeting 2 Discussion Thread – Original post due 4/16 and peer responses due 4/18 • (Submit proof of attendance via assignment link)
Week 13: Apr 11 - 17	• Kirst-Ashman & Hull ch. 13 • Community Paper due 4/25/20
Week/Date	Topic/Assignments/Assessments DUE

Week 14: Apr 18 - 24	• Kirst-Ashman & Hull ch. 14 • Discussion Thread – Original post due 4/30 and peer responses due 5/2
Week 15: Apr 25 – May 1	• Review for Final Exam covering chapters 10-14
Week 16: May 2 -8	• Final Exam open May 10-May 14 covering Chapters 10-14

Grading Rubrics Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of

Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

      End of Syllabus

[1] https://www.angelo.edu/student-handbook/

[2] https://www.angelo.edu/catalogs/

[3] https://www.angelo.edu/student-handbook/community- policies/academicintegrity.php

[4] https://www.angelo.edu/services/disability-services/

[5] https://www.angelo.edu/content/files/14197-op-1011-grading-procedures

[6] https://www.angelo.edu/student-handbook/community- policies/academicintegrity.php

[7] https://www.angelo.edu/dept/writing_center/academic_honesty.php

[8] https://www.angelo.edu/content/files/14206-op-1019-student-absence- forobservance-of