Department of Social Work and Sociology
SWK 6369
Advanced Social Work Practice II
Spring Semester 2022

Instructor: Joel L. Carr, Ph.D., LCSW-S, LPC-S

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Office: Health and Human Services Building, Office 318P
Office Hours: M 08:00 to 10:00, WF 09:00 to 11:00, and TR 09:00 to 11:00
Class Days, Times, and Location: Online
Live Collaborate Sessions: T 18:00 to 20:50 (Live Attendance is Optional)

Course Information

Course Description

6369 Advanced Social Work Practice II (3-0). The course provides an in-depth look into social work practice with groups, organizations, and communities, including the use of communication skills, supervision, and consultation. The course focuses on interventions at the advanced macro level of engagement, assessment and evaluation, planning for service delivery, implementing empirically based interventions, and evaluating outcomes.

Course Credits

3 Semester Credit Hours

Prerequisite and Co-requisite Courses

SWK 6361

Prerequisite Skills

Accessing Internet websites, working knowledge of the APA's writing style, using ASU Library resources, using Blackboard, and proficiency with Microsoft Word, Excel, and PowerPoint are expectations of the course.

Program Outcomes

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.

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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, 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.

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
To engage in ethical practice with groups, organizations, and communities that have diverse populations.	Group, Organizational, and Community Practice Papers	Competencies 1 and 2
Implement appropriate engagement strategies to engage groups, organizations, and communities.	Group, Organizational, and Community Practice Papers	Competency 6
Apply an assessment strategy to assess groups, organizations, and communities.	Group, Organizational, and Community Practice Papers	Competency 7
Implement group, organizational, and community interventions in various contexts of practice.	Group, Organizational, and Community Practice Papers	Competency 8
Apply evaluation methods to measure the extent of change in groups, organizations, and communities.	Group, Organizational, and Community Practice Papers	Competency 9

Course Delivery

Face-to-face sections of this course have learning resources and supplemental materials posted in Blackboard. The course site can be accessed at ASU's Blackboard Learning Management System.

Online sections of this 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

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 978-1-4338-3216-1

Glisson, C. A., Dulmus, C. N., & Sowers, K. M. (Eds.) (2012). *Social work practice with groups, communities, and organizations: Evidence-based assessments and interventions.* Hoboken, NJ: Wiley. ISBN: 978-1-118-17695-5

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.).

Recommended Texts and Materials

Barker, R. L. (2013). *The social work* dictionary (6th ed.). Washington, DC: NASW Press. ISBN: 978-0-87101-447-4

NASW Code of Ethics
Texas Board of Social Work Examiners Webpage (Code of Conduct and Scope of Practice)

Technology Requirements

You will need access to Blackboard, Angelo State University's learning platform. Access to examinations will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor. Use of another electronic device is prohibited.

If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following weekday, so please plan accordingly.

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Topic Outline

Course Introduction
Group assessment and intervention

Community assessment and intervention
Organizational assessment and intervention
Institutional assessment and intervention
Consultation and Supervision

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday; working hours are defined as Monday through Friday (with the exception of university approved holidays) between 0800 and 1700. Weekend and/or holiday messages may not be returned until the next work day.

Written communication via email: All e-mail will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, 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, Collaborate, E-Mail, etc.

Grading

Evaluation and Grades

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

Assessment	Percent/Points of Total Grade
Group Practice Paper	30%
Organizational Practice Paper	40%
Community Practice Paper	30%
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

F = 60.00-69.99 points
F = 0-59.99 points

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

Group Practice Paper (30%)

Students will apply advanced knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to group practice. Students will a paper discussing 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 in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students MUST have a minimum of 15 pages, including the title page and references, and use a minimum of 15 peer reviewed journal articles in addition to any other resources needed. When writing your paper, you must use the most current edition of the APA publication manual, and you may use the following outline as a guide.

I.   Introduction
II.   Group Engagement
     A. Brief history and purpose of the group
     B. Discuss why you selected this particular group and how you will gain access to the group
     C. Characteristics/demographics of the group members
     D. Discuss how you will engage the group
III.   Group Assessment
     A. How will you conduct your assessment of the group
         1. What assessment instrument(s) will you use
         2. How will you collect the data
     B. What are your group goals used to meet the purpose of the group
IV.   Group Intervention(s)
     A. What best practices will you use concerning intervention(s)
     B. Present and discuss the evidence supporting your intervention(s)
     C. How will you gain support from the group members for you proposed intervention(s)

        D. Discuss the strengths and weaknesses of your proposed intervention(s)
        E. Discuss the sequence of implementation for your proposed intervention(s)
V.   Group Evaluation
        A. Discuss how you will evaluate the effectiveness of your proposed intervention(s)
VI.   Conclusion

Organizational Practice Paper (40%)

Students will apply advanced knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to organizational practice. Students will discuss how to engage the organization/agency, how to assess any unmet needs of the organization, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the organization in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of proposed intervention(s). Students MUST have a minimum of 20 pages, including the title page and references, and use a minimum of 20 peer reviewed journal articles in addition to any other resources needed. When writing your paper, you must use the most current edition of the APA publication manual, and you may use the following outline as a guide.

I.   Introduction
II.   Organizational Engagement
        A. Brief history of the organization including mission and vision statements, and organizational values
        B. Current population(s) served
        C. Discuss how you would engage the organization
III.   Organizational Assessment
        A. Discussion the relationship of the organization's strategic plan, including goals and objectives, to organizational assessment
        B. How will you assess the organization's strategic goals and objectives
IV.   Organizational Interventions
        A. How will the organizational strategies be rolled out across the organization
        B. How will the organizational goals and objectives be championed across the organization
        C. How will you present this information to the organization's leadership to gain their support?
           1. Who will you approach first and why
           2. Will you approach agency staff for their input
        D. How will you handle resistance to change
V.   Organizational Evaluation
        A. Discuss how you will evaluate organizational goals and objectives
        B. How will you present this data to the organization's leadership and staff
        C. How will action be taken based on organizational evaluation data
VI.   Conclusion

Community Practice Paper (30%)

Students will apply advanced 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 in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students MUST have a minimum of 15 pages, including the title page and references, and use a minimum of 15 peer reviewed journal articles in addition to any other resources needed. When writing your paper, you must use the most current edition of the APA publication manual, and you may use the following outline as a guide.

I.   Introduction
II.   Community Engagement
    A. Define the community (i.e., a city or town)
        1. Location
        2. Demographics
    B. Identify stakeholders and key Individuals
    C. Discuss how you would engage the stakeholders and key individuals in the community
III.   Community Need's Assessment
    A. Decide on the scope of your need's assessment (limit the assessment to a single area)
    B. Discuss how you will assess the community
        1. What assessment method(s) will you use
        2. What assessment instrument(s) will you use
IV.   Community Interventions
    A. Discuss your identification of community need(s)
        1. What new program will be needed to address the assessed need
        2. Does the community have an existing organization to house the program
    B. Present and discuss the evidence supporting your proposed program as a best practice
    C. What is the mission of the proposed program
        1. What are the proposed goals for the new program
V.   Community Intervention Evaluation
    A. Discuss how you will evaluate the effectiveness of your proposed program
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 joel.carr@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 Sunday and ends on Saturday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in no credit awarded for the assignment. No papers or postings will be accepted after the due date indicated in the syllabus unless the late assignment is due to a university approved absence defined in the graduate catalog.

Make-up work will be considered on a case by case basis and will only be allowed for university approved absences.

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

For Face-to-Face Sections: This is a face-to-face class. Attendance is expected and required. 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 10 study hours per week on average.

For Online Sections: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately

complete assignments. In order to complete this course successfully, you do have to participate in all course activities (i.e. discussion boards, course projects, reflective logs, 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 10 study hours per week on average. **Note:** There will be weekly collaborate sessions held in this course for you to ask questions and interact in real time with the course instructor and your classmates. These collaborate sessions will be recorded and posted in the course modules for students who need or desire a pure asynchronous experience.

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 (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.

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
Week 1 Jan. 18 - 22	Course Introduction Reading: Chapter 1, Assessment of Groups

Week/Date	Topic/Assignments/Assessments DUE
Week 2 Jan. 23 - 29	Assessment of Groups
Week 3 Jan. 30 - Feb. 5	Reading: Chapter 2, Group Work
Week 4 Feb 6 - 12	Group Interventions
Week 5 Feb. 13 - 19	Assignment: Group Practice Paper Due, 2/19 at 23:59 Reading: Chapter 3, Assessment of Communities
Week 6 Feb. 20 - 26	Community Assessment
Week 7 Feb. 27 - Mar. 5	Community Intervention Reading: Chapter 4, Intervention with Communities
Week 8 Mar. 6 - 12 Spring Break: Mar. 13 - 19	Community Intervention
Week 9 Mar. 20 - 26	Assignment: Community Practice Paper Due 3/26 at 23:59 Reading: Chapter 5, Assessment of Organizations
Week 10 Mar. 27 - Apr. 2	Organizational Assessment
Week 11 Apr. 3 - 9	Reading: Chapter 6, Intervention with Organizations
Week 12 Apr. 10 - 16	Organizational Intervention
Week 13 Apr. 17 - 23	Reading: Chapter 7, Assessment of Institutions
Week 14 Apr. 24 - Apr. 30	Institutional Assessment
Week 15 May 1 - 7	Reading: Chapter 8, Intervention with Institutions

Week/Date	Topic/Assignments/Assessments DUE
Week 16 May 8 - 13	Assignment 3: Organizational Practice Paper Due 5/9 at 23:59

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.

The Student Learning Outcome's that are considered "essential" include:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

End of Syllabus

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

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

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

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

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