

**University of Nebraska at Omaha
School of Social Work**

**SOWK 3320 Social Work Practice I
COURSE SYLLABUS
Fall 2007**

Class Times: Thursday mornings, 8:30 - 11:15am

Room: Allwine Hall 302

INSTRUCTOR INFORMATION

Instructor: Jeanette Harder, PhD, CMSW

E-mail: jharder@mail.unomaha.edu

Phone: 402-554-2893

Office: Milo Bail Student Center, near north entrance

Office Hours: Available by E-mail at any time. For a face-to-face meeting, please contact me for an appointment.

1.0 COURSE DESCRIPTION

- 1.1 This is the first of a 3-course practice sequence focusing on the values, knowledge, and skills generic to social work practice; the systems framework is studied along with the problem-solving and strengths-based models. Students will be helped to integrate knowledge with practice skills through laboratory experiences; the importance of values and the Code of Ethics as guides to social work practice will be stressed.
- 1.2 This is a required course for students majoring in social work.
- 1.3 SOWK 1500 and admission to the BSW program are prerequisites. This course is offered concurrently with SOWK 3010.

2.0 BSSW PROGRAM GOALS AND OBJECTIVES

BSSW Program Goals

1. Students will show evidence of knowledge, values and ethics of social work appropriate to BSSW education.
2. Students will demonstrate entry level skills for generalist practice.
3. Students will demonstrate acquisition of critical thinking skills and analysis.
4. Students will be educationally prepared to critically engage in social justice and social change issues.

BSSW Program Objectives

1. Apply Generalist Practice principles using a strengths-based approach with individuals, family, communities and organizational systems.
2. Demonstrate competency to reflect on social work practice under supervision.
3. Apply critical analytic skills in the practice of social work values and ethics.
4. Demonstrate application of bio-psycho-social-spiritual-cultural factors to assess human behavior in the social and environmental context.
5. Demonstrate competency to critically analyze social policies.
6. Demonstrate beginning skills in conducting research and in analyzing published social work research.
7. Demonstrate competency to work with diverse and vulnerable populations.
8. Apply critical analysis in the areas of social justice, social change and advocacy.

9. Demonstrate ability to communicate effectively in various social work practice settings.
10. Explain the history of social work in relation to contemporary practice.

3.0 COURSE OBJECTIVES

Course Objectives	Program Objective#	Assignments
3.1 Demonstrate a commitment to social work practice and its purpose, values, and ethics.	1, 2, 3	Values and ethics paper, Triad #1, GIM paper, quizzes
3.2 Demonstrate beginning skills in relationship building, communication, and interviewing.	1, 2, 9	Triad #s 1-5, GIM paper, quizzes
3.3 Demonstrate an awareness of how differences in clients' gender, race and cultural background, and life experiences affect relationship building, communication, and interviewing.	1, 2, 3, 7, 8	Triad #4, GIM paper, quizzes
3.4 Apply the systems framework and the problem-solving model to social work practice.	1, 2	Triad #s 1-4, GIM paper, quizzes
3.5 Demonstrate skills and knowledge in conducting a multi-dimensional, strengths-based assessment.	1, 2, 4	Triad #1, GIM paper, quizzes
3.6 Use the phases of the problem-solving model to bring about planned change.	1, 2, 3, 4, 7, 8, 9	Triad #s 1-5, GIM paper, Referral assignment, quizzes
3.7 Demonstrate the roles and interventions of social workers, and acquire beginning skills in the application of these in carrying out the purpose of social work in a pluralistic society.	1, 2, 3, 4, 7, 8, 9	Triad #s 1-5, GIM paper, Referral assignment, quizzes
3.8 Develop awareness of and ability to use available resource systems.	1, 2, 3, 4, 7, 8, 9	Triad #s 2-3, GIM paper, Referral assignment, quizzes

4.0 TEACHING METHODOLOGY

- 4.1 Lectures accompanied by PowerPoint outlines, class and small group discussions, and experiential activities.
- 4.2 It is the instructor's responsibility to provide content, and to provide the structure and opportunities to learn. It is the student's responsibility learn; to be actively engaged in class, to be curious about new ideas, to be willing to try new skills, to ask questions when needed, and to complete all assignments (including assigned reading).

5.0 REQUIRED TEXTBOOKS

- 5.1 Kirst-Ashman, K. K., & Hull, Jr., G. H. (2006). *Understanding generalist practice*, 4th ed., Pacific Grove, CA: Brooks/Cole (ISBN #0-534-62172-4).
- 5.2 Course Packet (available for purchase in UNO bookstore).
- 5.3 *Publication Manual of the American Psychological Association (aka APA Manual)*, 5th ed., (2001). Washington, DC: APA (ISBN #1-55798-791-2).
- 5.4 Class handouts and library reserve, as assigned.

6.0 COURSE OUTLINE AND SCHEDULE (tentative)

	Date	Topic	Reading	Assignment Due
1	8/30	Introduction to course and the syllabus	Ch. 1 (pp. 1-26)	
2	9/6	Social work values and ethics	Ch. 11, pp. 353-369, NASW Code of Ethics	
3	9/13	Micro practice skills: Working with individuals	Ch. 2	
4	9/20	Generalist Intervention Model (GIM) Engagement and assessment	Ch. 1 (pp. 26-39), Ch. 5 (pp. 136-156)	Values and ethics paper
5	9/27	Assessment (cont'd) <i>Triad #1: Engagement and assessment</i>	--	
6	10/4	Planning and contracting, recording	Ch. 6, 16	Triad paper #1: Engagement and assessment
7	10/11	<i>Triad #2: Planning and contracting</i> <i>Guest speaker from UNO Counseling</i> <i>Services (10:00am)</i>		
8	10/18	Implementation	Ch. 7	Triad paper #2: Planning and contracting
9	10/25	Brokering, case management, advocacy	Ch. 14-15	
10	11/1	<i>Triad #3: Implementation</i>		
11	11/8	Diversity: race/ethnicity, social class, disabilities, religion, gender, gay/lesbian, integrating diversity into GIM	Ch. 12-13	Triad paper #3: Implementation
12	11/15	<i>Triad #4: Implementation - Diversity</i>		Referral assignment
	11/22	THANKSGIVING VACATION – NO CLASS		
13	11/29	Evaluation, termination, and follow-up	Ch. 8	Triad paper #4: Implementation - Diversity
14	12/6	<i>Triad #5: Case Closure (no triad paper)</i>		
15	12/13	APA style (meet in computer lab), course wrap-up	APA <i>manual</i>	
	12/20	<i>FINALS WEEK (class does not meet)</i>	--	GIM paper

7.0 ASSIGNMENTS AND QUIZZES

- 7.1 Values and ethics paper (45 points). A 5-7 page paper reflecting on your own values and how they align with the values and ethics of the profession of social work. (Papers submitted late will have significant points deducted. No papers will be accepted that are more than 1 week late.)

- 7.2 4 triad papers (30 points each). The purpose of the triads and triad papers is to apply and practice the social work practice skills required for the Generalist Intervention Model. You will be assigned to groups of three students, and will take turns being the Social Worker, Client, and Observer for each of the five triad experiences. You must use the same Client for all triad papers. Each triad paper consists of a 5-page typed paper by you as the Social Worker, plus a 1-page handwritten response from your Client, and a 1-page handwritten observation by an Observer. This Worker paper will consist of a summary of what was discussed in the session, integration of knowledge and practice, and self-reflection. Outlines for the Worker paper are in the Course Packet along with forms for the Client and Observer 1-page papers. The Worker is responsible for gathering and submitting all three pieces. Triad papers will not be accepted after their due dates. Four triad papers:
- Triad paper #1: Engagement and assessment
 - Triad paper #2: Contract
 - Triad paper #3: Implementation
 - Triad paper #4: Implementation – Diversity
 - (Triad #5 Case Closure and Evaluation will be conducted, but a paper will not be completed.)
- 7.3 Generalist Intervention Model (GIM) paper (100 points). Building on the four triad papers you completed, plus your final triad, this paper gives you a chance to bring together all elements of the Generalist Intervention Model into one cohesive paper. (Papers submitted late will have significant points deducted. No papers will be accepted that are more than 1 week late.)
- 7.4 Referral assignment (25 points). (Papers submitted late will have significant points deducted. No papers will be accepted that are more than 1 week late.)
- 7.5 Quizzes (15 points each). A quiz will be posted on Blackboard each Thursday after class (excluding the week where a triad session was held). The quiz will cover material covered in that week's class and assigned readings for that week. Students may utilize their notes, textbook, and fellow students when taking these quizzes, but each student must complete his/her own work (no copying!). Students may take up to 6 quizzes at 15 points each for a total of 90 points. If a student chooses to take more than 6 quizzes, the lowest quiz scores will be dropped at the end of the semester.
- 7.6 Written communication is critical to social work practice. **For this class, all papers must be typed in Times Roman 12-point font (or similar), and have 1" margins. Correct spelling and grammar are very important for all papers.** APA format is required for the GIM paper only.
- 7.7 If you wish, you may submit a rough draft of your values and ethics paper and GIM paper to your instructor. This must be done a minimum of one week in advance of the due date – the Instructor will seek to respond to you with comments and suggestions within 3 days.
- 7.8 **All assignments must be submitted to the Instructor electronically as an E-mail attachment, and must be received by class time on the due date.** Please submit all papers in Microsoft Word or rich text format. It is advisable for you to document the submission of your papers via the "Send and File" option in Lotus Notes, or comparable option in whatever

E-mail software you use. It is your responsibility to ensure that the Instructor has received your assignment by the deadline, and that it is in an accessible format. Submitting a paper copy of assignments is optional.

8.0 ATTENDANCE POLICY AND CLASS PARTICIPATION

- 8.1 Students are responsible for completing the assigned readings prior to each class. Please come to class prepared to participate. Copies of all Power Point slides are provided in the Course Packet to assist students in note-taking.
- 8.2 You are expected to attend all class sessions. Please plan to be prompt and to stay for the entire session (you'll be given one break). Your attendance and participation in class are essential for you to learn. Missing even one class will cause you to miss the skills taught that day, and make catching up very difficult. Although not encouraged, you are allowed two class absences without a point penalty. A 20-point penalty will be taken for each class session missed over two. Students who arrive late or leave early more than twice may lose points, at the Instructor's discretion. A student who misses a class is responsible for information and assignments communicated during that class session. Disruptive behavior or refusing to participate in classroom activities (including discussions and exercises) may also result in a lower course grade.
- 8.3 All students are expected to:
- be punctual;
 - respect and encourage the opinions of your peers, even if they do not represent your own;
 - speak up when you have a point to make, a question, or a disagreement;
 - be willing to *help* each other (*without cheating*); and
 - demonstrate ability to give and accept feedback.
- 8.4 Please *turn off* ringers on cell phones before class begins and do not access the Internet, E-mail, or text messages during class.
- 8.5 If you stop attending but do not officially withdraw from the course, you will receive a grade of "F".

9.0 GRADING POLICY

<u># points possible</u>	
20	Attendance and participation
90	6 quizzes (15 points each)
45	Values and ethics paper
25	Referral assignment
120	4 triad papers (30 points each)
100	GIM paper (based on triads)
400	Total

<u>Cumulative Points*</u>	<u>Percent</u>	<u>Final Grade</u>
392-400	98-100%	A+
376-391	94-97%	A
362-375	91-93%	A-
352-361	88-90%	B+
336-351	84-87%	B
324-335	81-83%	B-
312-323	78-80%	C+
296-311	74-77%	C
284-295	71-73%	C-
272-283	68-70%	D+
256-271	64-67%	D
244-255	61-63%	D-
below 243	below 61%	F

*Final grade is based on cumulative points earned.

No extra credit.

Grade appeal process for CPACS students: Students who wish to appeal a grade which they feel was capriciously or prejudicially given shall first discuss the matter with the instructor within 30 days of the final course grade being posted. If the matter is not resolved, the student must meet with the department/school Chair/Director. If a satisfactory agreement cannot be reached the student must appeal, in writing, to the department/school curriculum committee. If a satisfactory agreement cannot be reached, the student may submit a written appeal to the Office of the Dean within 20 working days of the exhaustion of the departmental procedures.

10.0 RECOMMENDED READING

- Conner, P. T. (2004). *Woe is I: The grammarphobe's guide to better English in plain English*, 2nd ed. Riverhead Books.
- Corcoran, K. & Fischer, J. (2000). *Measures for clinical practice: A sourcebook*. New York: Free Press. Volumes 1 and 2.
- Corey, M. S., & Corey, G. (2007). *Becoming a helper*, 5th ed. Belmont, CA: Thomson Brooks/Cole.
- Devore, W., & Schlesinger, E. G. (1999). *Ethnic sensitive social work practice*, 5th ed. Boston, MA: Allyn and Bacon.
- Edwards, R. L., ed. (2001). *Encyclopedia of social work*, 19th ed. Washington, DC: NASW Press. Volumes 1-3.
- Ginsberg, L. H. (2001). *Careers in social work*, 2nd ed. Boston, MA: Allyn and Bacon.
- Hepworth, D. H., Rooney, R., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. (2006). *Direct Social Work Practice: Theory and Skills*, 7th ed. Pacific Grove, CA: Brooks/Cole.
- Hugen, B., & Scales, T. L., eds. (2002). *Christianity and social work: Readings on the integration of Christian faith and social work practice*, 2nd ed. Botsford, CT: North American Associations of Christians in Social Work.
- Okun, B. F. (2002). *Effective helping: Interviewing and counseling techniques*, 6th ed. Pacific Grove, CA: Thomson Brooks/Cole.
- Payne, R. K. (1998). *A framework for understanding poverty*. Baytown, TX: RFT.
- Reamer, F. G. (2006). *Ethical standards in social work: A review of the NASW Code of Ethics*, 2nd ed. Washington, DC: NASW Press.
- Saleebey, D., ed. (2006). *The strengths perspective in social work practice*, 4th ed. Boston, MA: Pearson Allyn and Bacon.
- Shulman, L. (2006). *The skills of helping individuals, families, groups, and communities*, 5th ed., Belmont, CA: Thomson Brooks/Cole.

- Sider, R. J. (2000). *Just generosity: A new vision for overcoming poverty in America*. Grand Rapids, MI: Baker Books.
- Szuchman, L. T., & Thomlison, B. (2004). *Writing with style: APA style for social work*, 2nd ed. Belmont, CA: Thomson Brooks/Cole.
- Van Hook, M., Hugen, B., Aguilar, M. (2001). *Spirituality within religious traditions in social work practice*. Pacific Grove, CA: Thomson Learning Brooks/Cole.

11.0 UNIVERSITY POLICIES

- 11.1 Student disabilities. Students who have a documented disability and need academic accommodation are encouraged to contact the instructor as early in the semester as possible to discuss their special needs.
- 11.2 Academic dishonesty and plagiarism. UNO policy reads: “The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions.” *Plagiarism* is the appropriation of the work (be it ideas or words) of another without crediting the source. Such a practice is particularly reprehensible in a community dedicated to the pursuit and advance of knowledge. For more information, see the UNO Student Handbook.

12.0 OTHER STUDENT RESOURCES

Resource	Phone#	Location	Hours
Bookstore	4-2336	Student Center, 1 st floor	Mon-Thurs 7:30am-7pm; Fri 7:30am-5pm
Counseling	4-2409	Eppley #115	Mon-Fri 8am-5pm
International Studies and Programs	4-2293	Arts & Sciences Hall #241	
Library	4-3206	Library	Mon-Thurs 7am-11pm; Fri 7am-5pm; Sat 10am-5pm; Sun 12pm-11pm
Office of Diversity and Equal Opportunity	4-2872	Eppley	
Recreation	4-2539	Health, Physical Education, Recreation Building	
Security (Emergencies)	4-2911		
Services for Students with Disabilities	4-3799	Eppley #115	
Student Health Services	4-2374	Student Center, 1 st floor	Mon-Fri 8am-5pm