

Syllabus for
SWK 331--Social Work Practice I
3 Credit hours
Fall 2013

I. COURSE DESCRIPTION

The course serves as the initial social work practice course and is designed to develop the basic values, concepts, and skills for generalist social work practice. Knowledge of strengths focused problem-solving methodologies within a systems perspective, along with the various stages in the generalist process, provides the basic theoretical grounding for the course. Students also study processes for becoming culturally competent as social workers. The course should be taken with SWK 332 and SWK 341 during the fall semester of the junior year.

Prerequisites: SWK 202 and admission into the professional social work degree program.

Co requisites: SWK 332; SWK 341.

II. COURSE GOAL

The course provides the social work student the opportunity to learn and apply social work values, concepts, and skills of generalist social work practice. Focal areas include resolution of value and ethical dilemmas, assessment and intervention skills, ecosystem and client strengths perspectives, and cross-cultural applications. The student will also practice conducting a simulated client assessment and staffing it in class.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

Upon successful completion of the course the student will be able to do the following:

1. Articulate generalist social work practice;
2. Apply social work values including those of the *NASW Code of Ethics*;
3. Explain the ecosystems and human systems perspectives;
4. Articulate the strengths perspective (individual, community, cultural) and its relationship to client empowerment;
5. Distinguish the professional practice principles of acceptance, individualization, being non-judgmental, objectivity, self-determination, access to resources, confidentiality, and accountability;
6. Appropriate the use of self, self-awareness, cultural identity, separating
7. Personal and professional issues;
8. Recognize client values, skills, knowledge, and expectations; and respect,
9. Describe the worker-client partnership in terms of genuineness, acceptance and trustworthiness, empathy, and cultural sensitivity;
10. Discuss building empowering partnerships with powerless and oppressed clients;
11. Appropriate verbal and nonverbal communication processes with client systems;
12. Recognize client goals, motivation, and setting priorities, and taking priority actions;

13. Assess resources for client systems;
14. Implement planning for solutions, goal setting, prioritization, constructing action plans, delineating tasks and responsibilities, and forming contracts;
15. Describe generalist intervention skills for empowering client systems, expanding resources, social action, and advocacy;
16. Utilize the process of simulated role-play to practice the principles of communication, assessment, priority planning, goal setting, contract formulation, intervention, and evaluation and develop a written report (Client Assessment Papers);
17. Design instruments (Self-Practice Evaluation) to assess practice with simulated client and staffing of that client;
18. Apply presentation skills when staffing cases in class.

B. Unit Objectives

Upon successful completion of the course the student will be able to do the following:

1. Practice generalist social work skills through written application of the *NASW Code of Ethics* and the Ethical Principles Screen (Dolgoff) to various case study situations.
2. Write three (3) Client Assessment Papers (based on simulated role play), including comprehensive assessment, strengths focus, and intervention planning; and present the report on one assessment in staffing format to the class.
3. Design and administer a Self-Practice Evaluation instrument for gathering feedback on performance on the Client Assessment simulated client; submit to professor written self-assessment and incorporate staffing presentation feedback.
4. Submit a written evaluation of two (2) NASW-Tulsa Chapter meetings and include in the written material networking opportunities made at these meetings.

C. CSWE Competencies and Behaviors

By completing this course, students will have the opportunity to successfully engage self in the following CSWE Competencies and Behavioral outcomes:

1. Competency 1 (professional identity): Behaviors 1 – 5
2. Competency 2 (ethical practice): Behaviors 7 – 10
3. Competency 3 (critical thinking): Behaviors 11-13
4. Competency 4 (engage diversity): Behaviors 14 – 17
5. Competency 5 (social justice): Behaviors 18
6. Competency 6 (research practice): Behaviors 22
7. Competency 7 (human behavior application): Behaviors 23 – 24
8. Competency 8 (policy practice): NA
9. Competency 9 (practice contexts): Behaviors 27
10. Competency 10 (practice levels): Behaviors 29 – 35,
11. Competency 11 (spiritual integration): Behaviors 42 – 43

IV. TEXTBOOKS

Dolgoff, R., Loewenberg, F., Harrington, D. (2009). *Ethical Decisions for Social*

Work Practice. Belmont, California: Thompson Brooks/Cole.

Huyser, M. and Wolfer, T. (2010). *Grappling with Faith: Decision Cases for Christians in Work.* Botsford, Ct: North American Association of Christians in Social Work.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it be in the form of print, video, multimedia, or computer software.
3. Students taking a late exam because of an unauthorized absence will be charged a late exam fee and point penalties.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.

C. Course Policies and Procedures

1. Evaluation Procedures

a. The student's evaluation is based on the following	
Client Assessment Paper (3 X 100)	300
Case Staffing (leading discussion)	100
Self evaluation & group evaluation	100
Ethical paper (based on Dolgoff text)	100
Professional Involvement*	100
Evaluation of 2 NASW meetings (2 X 50)	<u>100</u>
TOTAL	800

*Note - Professional Involvement constitutes class attendance, responsibility to play roles of simulated client and social worker (setting up times to meet, etc.), being present in class, providing feedback at fellow student presentations, and completing assignments on time. Note also that a grade cannot be submitted until all WPA documents are uploaded to eportfolio.

- b. The following grade scale applies
 - A = 720 - 800
 - B = 640 - 719
 - C = 560 - 639
 - D = 480 - 559
 - F = 000 - 479
- c. Due Dates
 - 1) All assignments are due at the beginning of class on their respective due dates.
 - 2) Major assignments turned in after due-date are penalized at the rate of 10 percent per late day. Weekends count as one late day.
 - 3) Minor assignments (20 points or less) are penalized 50 percent if turned in one day late and are not accepted after that.
 - 4) No late assignments are accepted after classes end for the term.

2. Whole Person Assessment Requirements

- a. Complete Client Case Records with Appropriate Rubrics must be submitted to students' major e-portfolio account.
- b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

3. Other Policies and Procedures

- a. Client Assessment Paper—each student both plays the role of a simulated client and the the role of a social worker assigned to work with the simulated client (3X). The worker meets with the client a sufficient number of times to write an assessment (including client strengths) according to the assessment format passed out in class. Each paper is 5-8 typewritten pages. Student will present one assessment (via staffing format) the class.
- b. Self-Practice Evaluation—Each student designs and applies a self-practice evaluation process to the role-play assignment for the Client Assessment Paper. The process involves the student social worker designing a procedure (i.e., instrument) to receive feedback on his or her practice performance from the simulated client. Additionally, the student designs and implements a process for gaining feedback on the Client Assessment staffing presentation to the class. These two items are provided in written format to the professor.
- c. Exams—Note that no exams are required for this course.
- d. Students will attend at least two NASW meetings presented by the Tulsa Chapter of NASW during the semester and submit a written evaluation including comments on networking with social work professionals in the community who attend the meetings.
- e. Missed Exams—all missed exams must be made up by the end of the week following the originally scheduled exam.
- f. Excused misses—No fees or points are deducted for legitimate excuses from administration, physician, nurse, or professional counselor.
- g. Unexcused misses—the makeup exam must be processed on the appropriate form with payment of late fee prior to taking the exam.

- h. Cheating/Plagiarism—Students suspected of cheating receive no points for that exam or quiz with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University. Any student suspected of plagiarism receives no points for that written assignment without opportunity for a makeup. Additionally, he or she will face possible disciplinary action by the University. All appeals to the contrary must be typed and copies submitted to the chairperson of the department and to the instructor.
- i. Changes—Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.
- j. Office Hours—Office hours are announced in class. If the student cannot make the hours, see the instructor after class or leave a message on voice mail with contact times. An appointment can be arranged.
- k. Students are expected to attend classes and to participate in class activities and discussion. Consequently, good attendance is rewarded by adding five points to the student's final score if he or she has no unexcused absences.
- l. The student who has one-to-two unexcused absences receives no point penalties. The student who has more than two unexcused absences receives a five-point deduction from his or her final score for each absence beyond two.
- m. Three tardies are treated as one unexcused absence.

VI. COURSE CALENDAR

- A. Week 1
 - 1. Assignments Due-Course Introduction
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Ethical discussion
 - b. Communication techniques for assessment
- B. Week 2
 - 1. Assignments Due-Dolgoff: Chapter 1-3
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Ethical Choices
 - b. Values and Professional Ethics
 - c. Guidelines for ethical decision making
 - d. Handout - *Principles of the Casework Relationship* by Felix Biestek.
 - e. Communication techniques for assessment
- C. Week 3
 - 1. Assignments Due-Dolgoff: Chapters 4-6
 - 2. Activities - Lecture/discussion
 - 3. Topics

- a. Values and social work principles; *NASW Code of Ethics*
 - b. Decision-making tools
 - c. Confidentiality & informed consent
 - d. Client rights and professional expertise
 - e. Communication techniques for assessment
- D. Week 4
- 1. Assignments Due-Dolgoff: Chapters 7-9
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Value neutrality & imposing values
 - b. Equality, inequality, limited resources, advocacy
 - c. Professional relationship: limits, dilemmas, problems
 - 4. **Client Assessment Paper #1 due**
- E. Week 5
- 1. Assignments Due- Dolgoff: Chapters 10-13
 - 2. Activities - Lecture/Discussion
 - 3. Topics
 - a. Organization and work relationships
 - b. Social work with selected client groups
 - c. Changing dilemmas in a changing world
 - d. Responsibility for professional ethics
- F. Week 6
- 1. Assignments Due-OKDHS Practice Standards & Transcultural Health Care (See website)
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Practice Standards
 - b. Cross cultural practice
 - 4. **Ethical Decisions Paper due (& uploaded to eportfolio)**
- G. Week 7
- 1. Assignments Due- Phase Model (See website)
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Critique of “problem terminology”
 - b. The Phase Model for generalist practice
- H. Week 8
- 1. Assignments Due- Counseling Skills & Behaviors (See website)
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Counseling & assessment skills
 - 4. **Client Assessment Paper #2 due**
- I. Week 9
- 1. Assignments Due- Wolfer & Huyser
 - 2. Activities - Lecture/discussion
 - 3. Topics

- a. Case assessment & planning for intervention
- J. Week 10
- 1. Assignments Due- Wolfer & Huyser
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Case assessment & planning for intervention
- K. Week 11
- 1. Assignments Due-Wolfer and Huyser
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Case assessment & planning for intervention
- L. Week 12
- 1. Assignments Due-Case assessment practice
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Case staffing
 - 4. **Case Assessment Paper #3 due (& uploaded to eportfolio)**
- M. Week 13
- 1. Assignments Due- Case assessment practice
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Case staffing
- N. Week 14
- 1. Assignments Due- Case assessment practice
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Case staffing
- O. Week 15
- 1. Assignments Due- Case assessment practice
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Case staffing
 - 4. **2 NASW evaluations due; eportfolio assignments uploaded**

Course Inventory for ORU's Student Learning Outcomes

SWK 331 Social Work Practice I Fall 2009

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle		X		
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity		X		

(Revised 1/15/04)