Social Work Program

Council on Social Work Education
Commission on Accreditation

Self-Study Document

Volume II
July 2012
SOWK 1403 and 1411
Introduction to Social Welfare, Policies, and Services

Social Work Praxis Lab
Texas Woman’s University
College of Arts and Sciences Department
of Sociology and Social Work Social Work Program

SOWK 1403 and SOWK 1411
Introduction to Social Welfare, Policies, and Services and Praxis
Fall 2011
Tuesday and Thursday 9:30-10:50
Location: MCL Room 911

Instructor: Ruby Bouie, LMSW
Office: OMB 203
Email: ruby@twu.edu
Office hours: (upon request)

Catalog Description

SOWK 1403. Introduction to Social Welfare Policies and Services. Examination of U.S. social welfare systems in historical, social, political, and cultural contexts. Emphasis on social science methods to critically analyze social problems and the various service and policy responses to them. Concurrent enrollment in SOWK 1411. Three lecture hours a week. Credit: Three hours

Additional Description

This course will provide a foundation from which students may develop a critical and analytical approach to issues related to social welfare systems, global social policies and services, and professional social work. As the introductory course in the BSW curriculum, it is anticipated that students will gain a fundamental knowledge base from which they may begin to grow and evolve into beginning generalist social worker practitioners. This course, and the accompanying text, will cover basic social policies, the value base of the profession; the history and development of social sciences and Social Work as a profession; perspectives on global diversity; the globalization effect of social problems, an introduction to the social work methods involved in practice, policy, and research, as well as information on oppressed populations, consumer groups, and the social service delivery network.

Secondary goals for the course are familiarization with current topics of debate within the profession, an understanding of different perspectives, and exposure to professional social work values and ethics in practice with diverse client systems across the lifespan. Social work services within the community will
be explored, the requirements for social work practice will be presented, and guest speakers will discuss various practice opportunities in the field.

Lastly, students will gain exposure to the helping professions and begin the process of integrating theory and practice by completing the co-requisite Praxis service learning experience.

**Co-Requisite: Social Work Praxis Lab**

SOWK 1411: An opportunity to gain familiarity with the helping process through a 30-hour volunteer work experience in an approved social service agency. Journal keeping, agency analysis, and structured reflection provide insight into client populations and various helping roles in a professional setting. Credit: 1 hour.

Materials regarding Praxis will be distributed by the Praxis Coordinator, Ms. Elva Ortega. Information regarding the graded assignments are included at the end of this syllabus.

**Core Competencies and Student Learning Outcomes**

Upon successful completion of this course, student should be able to

1. Identify as a social worker and conduct oneself accordingly (EPAS 2.1.1)
   a. Practice personal reflection and self-correction to assure continual professional development
   b. Attend to professional roles and boundaries
   c. Demonstrate professional demeanor in behavior, appearance, and communication
      *Classroom discussion, world view paper*

2. Apply social work ethical principles to guide professional practice (EPAS 2.1.2)
   a. Recognize and manage personal values in a way that allows professional values to guide practice
   b. Make ethical decisions by applying the standards of the NASW Code of Ethics
      *Ethical decision making exercises, SNAP analysis, exams*

3. Apply critical thinking to inform and communicate professional judgments(EPAS 2.1.3)
   a. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom
   b. Demonstrate effective oral and written communication
      *SNAP analysis, exams*

4. Engage diversity and difference in practice (EPAS 2.1.4)
   a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
   b. Recognize and communicate their understanding of the importance of difference in shaping life experiences
      *Class discussions, world view paper*

5. Advance human rights and social and economic justice (EPAS 2.1.5)
   a. Understand forms and mechanisms of oppression and discrimination
   b. Advocate for human rights and social and economic justice
   c. Engage in practices that advance social and economic justice
Class discussions, exams, SNAP analysis

**TWU Social Sciences Core Objectives**

As a course that is approved for the Social and Behavioral Sciences Core, the following TWU exemplary educational objectives will be met in this course. Each core objective relates to one or more of the course objectives listed above.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternate explanations or solutions for contemporary social issues.

**Definition of Generalist Social Work Practice**

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H.).

**Class Policies**

**Attendance:** Attendance is required, expected, and recorded. Only University excused absences with appropriate documentation will be excused. It is incumbent upon you to provide me with appropriate documentation for excused absences. I will not remind you of this requirement. More than THREE unexcused absences will result in your final grade being lowered by one full letter grade. Moreover, more than FIVE absences for ANY reason will result in your final grade being lowered by one full letter grade. Additionally, arriving late and/or leaving early will also negatively impact your final grade.

The TWU Student Attendance Policy states: *Consistent and attentive attendance is vital to academic success and is expected of all students. Grades are determined by academic performance and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of the students’ grade. Instructors are strongly encouraged to keep a*
record of student attendance. They should note absences due to documented illness, serious illness or death in the student’s immediate family, official school activity, state-recognized religious holiday, or other verified absences deemed appropriate by the instructor. Students must consult with instructors regarding the completion of make-up work. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in the student failing the course. An incomplete may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are at the discretion of the instructor.

Communication: From time to time I may need to communicate with the entire class or contact you individually. If/when those occasions arise, I will ONLY email your TWU portal account. You are responsible for the information in that email. Failing to check it will not be excused. You can arrange to have your portal account forwarded to the personal email account of your choice. The best method for communication with me is via email.

Missed classes: If you miss a class for any reason, I do not provide notes. I strongly encourage you to develop a peer-buddy system to obtain any missed information. Any work that was due that day would be considered late and 10 points will be deducted from the final grade. Make-up exams will be given only in dire and documented circumstances and be an excused absence in accordance with the policies of the University. Make-up exams are in essay format only. These late assignments and missed tests will also negatively affect your professional demeanor grade.

Extra Credit: No individual extra credit will be given. I have provided a variety of avenues for learning – please avail yourself to them. However, you can revise and resubmit written, narrative work. Additionally, I evaluate exams for cases of poorly worded questions and if a substantial majority of the class misses the question (more that 66%) I may consider adjusting the grades accordingly. However, this is solely at my discretion.

Revise and resubmit: In the case that a written project is so poorly written that the only appropriate grade is a D or F, students will be given the opportunity to revise and resubmit the assignment or paper. The original paper/assignment and the revised paper/assignment must be returned to me within two weeks.

Professional Demeanor: In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstration of respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty);
assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one’s own behavior; motivation; emotional maturity; originality; etc…

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers who are employable and who can remain employed.

Additionally, no member of the faculty of the Social Work Program is your social worker. Social Work education is NOT recognized by the State of Texas as professional social work activity. It is important to recognize and maintain these boundaries. This does not mean that there cannot be appropriate self-disclosure, but please understand that the relationship between instructor and student is not therapeutic.

While participating in the agency based service learning experience (Praxis), students should read and understand the NASW Code of Ethics and the Texas Code of Conduct for Licensed Social Workers. Students must follow these ethical mandates and behave in a professional manner. Failure to do so may lead to a failing grade in Praxis and/or cause the student not to be accepted into the Social Work program.

Statement on Civility: Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

Common Courtesy: Please turn off (or set to vibrate) all cell phones, pagers, etc. Do not read newspapers, books for other classes, or other outside reading material during class. If you fall asleep during class, I will ask you to leave. If you must come in late or leave early, please do so in the least disruptive way. If you must leave early, please discuss this with me prior to the start of class.

Academic Dishonesty: Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries’ “Quick Links” under “Research Help” (http://www.twu.edu/library/literacy/index.htm).
According to the TWU Student Handbook: Academic dishonesty includes cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student or the attempt to commit such acts. Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student’s academic conduct. Plagiarism occurs when a student obtains someone else’s work and presents those ideas or words as her or his own academic work...In the event of academic dishonesty, the following courses of action are available to the University, based upon the severity of the violation: First violation:

- Verbal reprimand

- Assignment of a lower grade on the test/paper/project in question, with an explanation from the instructor

- Assignment of a grade of F in the course

- Expulsion from the course with the assignment of a passing grade (W)

- Expulsion from the course with the assignment of a failing grade (WF).

**Cheating and plagiarism will not be tolerated in my class.** I want to be perfectly clear that if cheating or plagiarism occurs in my class, I will seek the most severe consequence possible. Additionally, any incidents of cheating and/or plagiarism will also negatively affect your professional demeanor grade. Substantiated and intentional cheating would likely result in termination from the Social Work Program. 

In an effort to ensure the integrity of the academic process, Texas Woman’s University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman’s University may now use a tool called Turnitin to compare a student’s work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

**Disability Support Policy Statement:** If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

I will provide no accommodation without direction from the DSS.

It is required of students in social work courses to be familiar with the social problems, policies, and issues facing the United States and the world. You will need to read widely including daily
newspapers, online news sources, the monthly NASW NEWS (national paper) and NASW NETWORK (state newsletter). The latter are available in the Social Work Practice Center or will be sent to student members of NASW. Additionally, you will want to listen to radio stations such as NPR and/or watch broadcasts of news programs to increase your familiarity with and knowledge of current events.

Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Readings</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8/30</td>
<td>Syllabus</td>
<td>Introduction/Overview</td>
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<tr>
<td>9/1</td>
<td>PRAXIS &amp; Title IV-E</td>
<td>Elva Ortega</td>
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<tr>
<td>9/6</td>
<td>Chapter 2-3 – Values/Ethics</td>
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<tr>
<td>9/8</td>
<td>Chapter 2-3 continued</td>
<td>Quiz 1</td>
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<td>9/13</td>
<td>Chapter 4-5</td>
<td>***Registration forms due – Elva will pick up</td>
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<tr>
<td>9/15</td>
<td>Chapter 4-5 continued</td>
<td>Quiz 2</td>
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<td>9/20</td>
<td>Chapter 6-7</td>
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<td>9/22</td>
<td>Chapter 8-9</td>
<td>Quiz 3</td>
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<td>9/27</td>
<td>Chapter 8-9 continued</td>
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<td>9/29</td>
<td>Catch UP!</td>
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<td>10/4</td>
<td>Empowerment</td>
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<td>10/6</td>
<td>Diversity</td>
<td>Quiz 4 (Chapter 15)</td>
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<td>10/11</td>
<td>Diversity continued</td>
<td>SNAP Exercise Due</td>
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<tr>
<td>10/13</td>
<td>“Food Stamped” Film</td>
<td>***Midterm Review Posted</td>
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<tr>
<td>10/18</td>
<td>Reflection Session I</td>
<td>Elva Ortega</td>
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<td>10/20</td>
<td>Midterm</td>
<td>Midterm</td>
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<td>10/25</td>
<td>Chapter 15</td>
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<td>10/27</td>
<td>Chapter 16-17</td>
<td>Quiz 5</td>
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<tr>
<td>11/1</td>
<td>Chapter 16-17 continued. Go over Global Perspectives Paper Refer to Syllabus and Rubric</td>
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<td>11/3</td>
<td>Field Trip</td>
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<td>11/8</td>
<td>Chapter 18-19</td>
<td>Quiz 6</td>
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<td>11/10</td>
<td>Chapter 18-19 continued</td>
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<tr>
<td>11/15</td>
<td>Reflection Session II</td>
<td>Elva Ortega</td>
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<td>11/17</td>
<td>Chapter 20</td>
<td>Quiz 7</td>
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<tr>
<td>11/22</td>
<td>Chapter 21-22</td>
<td>Global Perspectives Paper Due</td>
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<td>11/23-11/27</td>
<td>Thanksgiving Break</td>
<td>Quiz 8</td>
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<td>11/29</td>
<td>Chapter 23-24</td>
<td>Quiz 9</td>
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<td>12/1</td>
<td>***Final Review posted</td>
<td>Catch UP!</td>
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<tr>
<td>12/6</td>
<td>Chapter 25-26</td>
<td>Final Paper due for PRAXIS</td>
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<tr>
<td>12/8</td>
<td>Final Exam</td>
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</tbody>
</table>
Note: I reserve the right to adjust the agenda as necessary to meet the needs of the class and accomplish learning objectives.

A Final Note: It is hoped that this course will elevate your level of respect for all people. Learn not to focus on failure, but on success and survival. Train yourself to look at social policies and patterns, not just individual behavior. Learn to look for strengths, not weaknesses, in people, communities, cultures, and societies. Learn to appreciate diversity, not fear it. And finally, learn how you can make a difference in the world.

ASSIGNMENTS

World View Paper
Students will submit a three-page essay summarizing their individual perspective on the world and the people that inhabit it. Grading will be based on 1) technical writing ability, 2) cohesive thought, 3) critical thinking skills, and 4) use of key concepts from readings, lectures, and discussions. Please refer to rubric for this paper attached at the end of the syllabus.

Scheduled Due Date: November 22, 2011
100 points

Quizzes
Quizzes are given with each chapter to encourage reading and comprehension of key concepts. Each will quiz is worth 10-15 points. There are 9 quizzes over the duration of the semester. There are no make ups for missed quizzes.

Scheduled Dates: Refer to Course Outline
100 points

Participation and Attendance: Attendance policy is strictly adhered to as elucidated in syllabus.

100 points

Midterm Exam
The exam will consist of multiple choice, fill in the blank, and short answer questions. The class prior to the midterm, we will review for the exam to assist you with being adequately prepared.

Scheduled Date: October 20, 2011
100 points

Final Exam
This is not a comprehensive exam. The exam will consist of multiple choice, fill in the blank, and short answer questions. The class prior to the final, we will review for the exam to assist you with being adequately prepared.

Scheduled Date: December 8, 2011
100 points

**Experiential Learning Assignment: Living On SNAP**

Scheduled Due Date: October 11, 2011
100 points

**PURPOSE**
The purpose of this assignment is to understand the realities of poverty and strengths and weaknesses of a social program designed to help provide a safety net for people experiencing poverty.

**DESCRIPTION**
1) Create a hypothetical family based on your own family, your roommates, or a similar situation. Assign ages to all family members.

2) Make a 30 day menu of what you would like to eat for a month, including amounts. You will not have discretionary funds to eat out, purchase coffee at shops, or buy snacks from vending machines. Be sure to include everything you will need for all your meals for a month based on the USDA recommended dietary plan.


3) Make a grocery shopping list from your menu plan.

4) Research food stamp allocation for a family you develop.

5) Once you have determined how much the food stamp amount would be for your “family,” take your grocery list and shop for those items. Spend all your money, but do not go over the amount. You may make substitutions and change your menu and grocery list, but you must make sure everyone in your household will eat something at least three times per day for one entire month

6) Document your efforts in a 3-5 (These pages do not include menu or calendar) page paper including:

   a. Define poverty and purpose of the paper
   b. The family composition
   c. Where you shopped?
   d. How you found the amount of food stamps funds you would receive?
   e. How decisions were made for any adjustments?
   f. How the process made you feel, reporting any stress, anxiety, frustration, satisfaction, confidence, etc.
g. Your opinions of the food stamp allotments (adequate, inadequate, etc)
h. Any understandings gained about poverty from the experience
i. Implications for social work profession

<table>
<thead>
<tr>
<th>Introduction (20)(1-2 paragraphs)</th>
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<tbody>
<tr>
<td>• What is the purpose of the paper?</td>
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<tr>
<td>• Why is this purpose important or relevant?</td>
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<tr>
<td>• Define poverty (use reference)</td>
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<td>• Composition of the family</td>
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<tr>
<td>• Where did you buy groceries? Neighborhood? Public transportation? Car?</td>
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j. The list of groceries you hypothetically purchased (attachment)
k. The grocery lists (original and adjusted) (attachment)
l. The month’s original menu plan, and any adjusted menu plans (attachment)

*Please refer to rubric for SNAP assignment included at the end of the syllabus. To maximize point opportunity, cover all elements within the rubric.*

**Grading**

The measurement of learning outcomes related to the course objectives will be achieved through testing, writing, and classroom participation. Grading will be assessed according to the following formula:

- 540+ A
- 539 - 480 B
- 479 - 420 C
- 419 – 360 D
- 359 or below F
<table>
<thead>
<tr>
<th>The Experience (40) (3-5 paragraphs)</th>
<th>Comments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Area (How well developed and thoughtful are these areas?)</td>
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<tr>
<td><strong>Introduction (30)</strong></td>
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<tr>
<td>- How do you determine the grocery list?</td>
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<tr>
<td>- What is the purpose of the paper?</td>
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<td>- How did you determine the menu plan?</td>
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<td>- How were the decisions made for what you hypothetically purchased?</td>
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<td>- How did you feel purchasing the food (stress, anxiety, fear, frustration, overwhelmed, embarrassment, shame)?</td>
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<tr>
<td><strong>Conclusion (20) (1-2 paragraphs)</strong></td>
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<td>- Your opinions of the food stamp allotment</td>
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<td>- Any understanding s gained about poverty</td>
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<tr>
<td>- Why is this relevant?</td>
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<td>- Implications to social worker as a profession</td>
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<tr>
<td><strong>Grammar/Sentence Structure (5)</strong></td>
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<td>- word selection and use</td>
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<td>- sentence structure</td>
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<tr>
<td>- spelling</td>
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<tr>
<td>- Punctuation</td>
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<tr>
<td>- Transitions between paragraphs/ideas are clear and appropriate</td>
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<tr>
<td><strong>Organization (10)</strong></td>
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<td>- Length of the written work (meet the requirements; refer to the syllabus)</td>
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<td>- Assertions are clearly supported</td>
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<td>- Clear introduction, development, and conclusion</td>
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<td>- Style/tone/effective communication</td>
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<tr>
<td><strong>APA/References (5)</strong></td>
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<td>- 6th Edition</td>
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<tr>
<td>- Writing follows all requirements for the assignment</td>
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<td>- Cover Page formatted correctly</td>
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<td>- Proper Citation within paper</td>
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<td>- Submitted writing tool</td>
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**Total Points out of 100**

**Student Name:**

**SNAP Exercise:**
• Define globalization and global perspective (refer to Chapter 15)
• What are the three impactful areas that are address?
• How will you address these points in the paper?

**Three areas of impact (40) (each impact should cover all listed areas)**

- Three areas of impact of explicitly stated
- Discuss your perspective prior (at the beginning of class) and after (at the time you are writing your paper)
- Discuss who, how, what, and why of the 3 areas impact
- Discuss how this will impact your career as social worker (each area)

**Conclusion (20)**

- Discuss all three areas in synthesis
- Why is this relevant?
- Implications to social worker as a profession

**Grammar/Sentence Structure (5)**

- word selection and use
- sentence structure
- spelling
- Punctuation
- Transitions between paragraphs/ideas are clear and appropriate

**Organization (10)**

- Length of the written work (meet the requirements; refer to the syllabus)
- Assertions are clearly supported
- Clear introduction, development, and conclusion
- Research (thorough)
- Style/tone/effective communication

**APA/References (5)**

- 6th Edition
- Writing follows all requirements for the assignment
- Cover Page formatted correctly
- Three scholarly references
- Proper Citation within paper

**Total Points out of 100**
SOWK 1403
Introduction to Social Welfare, Policies, and Services
Spring 2012
Tuesday and Thursday 9:30-10:50
Location: MCL Room 911

Instructors: Mark Sandel, LMSW and Abigail Tilton Ph.D.
Office: OMB 203
Email: msandel@twu.edu or atilton@twu.edu
Office hours: (upon request)

Catalog Description

SOWK 1403. Introduction to Social Welfare Policies and Services. Examination of U.S. social welfare systems in historical, social, political, and cultural contexts. Emphasis on social science methods to critically analyze social problems and the various service and policy responses to them. Concurrent enrollment in SOWK 1411. Three lecture hours a week. Credit: Three hours

Additional Description

This course will provide a foundation from which students may develop a critical and analytical approach to issues related to social welfare systems, global social policies and services, and professional social work. As the introductory course in the BSW curriculum, it is anticipated that students will gain a fundamental knowledge base from which they may begin to grow and evolve into beginning generalist social worker practitioners. This course, and the accompanying text, will cover basic social policies, the value base of the profession; the history and development of social sciences and Social Work as a profession; perspectives on global diversity; the globalization effect of social problems, an introduction to the social work methods involved in practice, policy, and research, as well as information on oppressed populations, consumer groups, and the social service delivery network.

Secondary goals for the course are familiarization with current topics of debate within the profession, an understanding of different perspectives, and exposure to professional social work values and ethics in practice with diverse client systems across the lifespan. Social work services within the community will be explored, the requirements for social work practice will be presented, and guest speakers will discuss various practice opportunities in the field.

Lastly, students will gain exposure to the helping professions and begin the process of integrating theory and practice by completing the co-requisite Praxis service learning experience.
Co-Requisite: Social Work Praxis Lab

As stated above, SOWK 1411, SW Praxis Lab. If you complete the Praxis hours without enrolling in SOWK 1411, you will need to enroll in SOWK 1411 the following semester and complete the hours and all assignments again.

Core Competencies and Student Learning Outcomes

Upon successful completion of this course, student should be able to

Identify as a social worker and conduct oneself accordingly (EPAS 2.1.1)
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
  Classroom discussion, world view paper, journal, field trip

Apply social work ethical principles to guide professional practice (EPAS 2.1.2)
- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying the standards of the NASW Code of Ethics
  Ethical decision making exercises, SNAP analysis, exams, journal

Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)
- Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom
- Demonstrate effective oral and written communication
  SNAP analysis, exams, journal, field trip paper

Engage diversity and difference in practice (EPAS 2.1.4)
- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Recognize and communicate their understanding of the importance of difference in shaping life experiences
  Class discussions, world view paper, journal, field trip paper

Advance human rights and social and economic justice (EPAS 2.1.5)
- Understand forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice
  Class discussions, exams, SNAP analysis
TWU Social Sciences Core Objectives

As a course that is approved for the Social and Behavioral Sciences Core, the following TWU exemplary educational objectives will be met in this course. Each core objective relates to one or more of the course objectives listed above.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternate explanations or solutions for contemporary social issues.

Definition of Generalist Social Work Practice

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H).

Class Policies

Attendance: Attendance is required, expected, and recorded. Only University excused absences with appropriate documentation will be excused. It is incumbent upon you to provide me with appropriate documentation for excused absences. I will not remind you of this requirement. More than THREE unexcused absences will result in your final grade being lowered by one full letter grade. Moreover, more than FIVE absences for ANY reason will result in your final grade being lowered by one full letter grade. Additionally, arriving late and/or leaving early will also negatively impact your final grade.

The TWU Student Attendance Policy states: Consistent and attentive attendance is vital to academic success and is expected of all students. Grades are determined by academic performance and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of the students’ grade. Instructors are strongly encouraged to keep a record of student attendance. They should note absences due to documented illness, serious illness or death in the student’s immediate family, official school activity, state-recognized religious holiday, or other verified absences deemed appropriate by the instructor. Students must consult with instructors.
regarding the completion of make-up work. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in the student failing the course. An incomplete may be granted in the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are at the discretion of the instructor.

Communication: From time to time I may need to communicate with the entire class or contact you individually. If/when those occasions arise, I will ONLY email your TWU portal account. You are responsible for the information in that email. Failing to check it will not be excused. You can arrange to have your portal account forwarded to the personal email account of your choice. Additionally, we will be utilizing Blackboard for announcements and assignments.

The best method for communication with me is via email.

Missed classes: If you miss a class for any reason, I do not provide notes. I strongly encourage you to develop a peer-buddy system to obtain any missed information. Any work that was due that day would be considered late and 10 points will be deducted from the final grade. Make-up exams will be given only in dire and documented circumstances and be an excused absence in accordance with the policies of the University. Make-up exams are in essay format only. These late assignments and missed tests will also negatively affect your professional demeanor grade.

Extra Credit: No individual extra credit will be given. I have provided a variety of avenues for learning – please avail yourself to them. However, you can revise and resubmit written, narrative work. Additionally, I evaluate exams for cases of poorly worded questions and if a substantial majority of the class misses the question (more that 66%) I may consider adjusting the grades accordingly. However, this is solely at my discretion.

Revise and resubmit: In the case that a written project is so poorly written that the only appropriate grade is a D or F, students will be given the opportunity to revise and resubmit the assignment or paper. The original paper/assignment and the revised paper/assignment must be returned to me within two weeks.

Professional Demeanor: In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstration of respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one’s own behavior; motivation; emotional maturity; originality; etc…
Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers who are employable and who can remain employed.

Additionally, no member of the faculty of the Social Work Program is your social worker. Social Work education is NOT recognized by the State of Texas as professional social work activity. It is important to recognize and maintain these boundaries. This does not mean that there cannot be appropriate self-disclosure, but please understand that the relationship between instructor and student is not therapeutic.

**Statement on Civility:** Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

**Common Courtesy:** Please turn off (or set to vibrate) all cell phones, pagers, etc. Do not use cell-phones, i-pads, or other electronic devices without the expressed consent of the instructor. Do not read newspapers, books for other classes, or other outside reading material during class, this includes electronic readers. If you fall asleep during class, I will ask you to leave. If you must come in late or leave early, please do so in the least disruptive way. If you must leave early, please discuss this with me prior to the start of class.

**Academic Dishonesty:** Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries’ “Quick Links” under “Research Help” ([http://www.twu.edu/library/literacy/index.htm](http://www.twu.edu/library/literacy/index.htm)).

According to the TWU Student Handbook: *Academic dishonesty includes cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student or the attempt to commit such acts. Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related*
to the student’s academic conduct. Plagiarism occurs when a student obtains someone else’s work and presents those ideas or words as her or his own academic work...In the event of academic dishonesty, the following courses of action are available to the University, based upon the severity of the violation: First violation:

- **Verbal reprimand**

- **Assignment of a lower grade on the test/paper/project in question, with an explanation from the instructor**

- **Assignment of a grade of F in the course**

- **Expulsion from the course with the assignment of a passing grade (W)**

- **Expulsion from the course with the assignment of a failing grade (WF).**

**Cheating and plagiarism will not be tolerated in my class.** I want to be perfectly clear that if cheating or plagiarism occurs in my class, I will seek the most severe consequence possible. Additionally, any incidents of cheating and/or plagiarism will also negatively affect your professional demeanor grade. Substantiated and intentional cheating would likely result in termination from the Social Work Program. In an effort to ensure the integrity of the academic process, Texas Woman’s University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman’s University may now use a tool called Turnitin to compare a student’s work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

**Disability Support Policy Statement:** If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

I will provide no accommodation without direction from the DSS.

It is required of students in social work courses to be familiar with the social problems, policies, and issues facing the United States and the world. You will need to read widely including daily newspapers, online news sources, the monthly NASW NEWS (national paper) and NASW NETWORK (state newsletter). The latter are available in the Social Work Practice Center or will be sent to student members of NASW. Additionally, you will want to listen to radio stations such as NPR and/or watch broadcasts of news programs to increase your familiarity with and knowledge of current events.
Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Readings</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1/17</td>
<td>Syllabus</td>
<td>Introduction/Overview</td>
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<tr>
<td>1/19</td>
<td>PRAXIS &amp; Title IV-E</td>
<td>Elva Ortega</td>
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<tr>
<td>1/24</td>
<td>Chapter 1-2</td>
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<td>1/26</td>
<td>Chapter 1-2, Social Welfare History</td>
<td>Quiz1, Journal response 1</td>
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<td>1/31</td>
<td>Chapter 3-4</td>
<td>***Registration forms due – Elva will pick up</td>
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<td>2/2</td>
<td>Chapter 3-4 Evolution of American Social Work</td>
<td>Quiz 2</td>
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<td>2/7</td>
<td>Chapter 5-6</td>
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<td>2/9</td>
<td>Chapter 5-6 Fields of Practice: Speaker # 1</td>
<td>Quiz 3</td>
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<td>2/14</td>
<td>Chapter 7-8</td>
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<td>2/16</td>
<td>Chapter 7-8 Ethics</td>
<td>Quiz 4, Journal response 2</td>
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<td>2/21</td>
<td>Chapter 9-10</td>
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<td>2/23</td>
<td>About the Field Practicum</td>
<td>Quiz 5</td>
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<td>2/27</td>
<td>Chapter 11and 14</td>
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<td>3/1</td>
<td>“Food Stamped” Film</td>
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<td>3/6</td>
<td>Reflection Session 1</td>
<td>Elva Ortega</td>
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<td>3/8</td>
<td>Midterm</td>
<td>SNAP project and film review</td>
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<td>3/13</td>
<td>Chapter 16-17</td>
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<td>3/15</td>
<td>Fields of Practice: Speaker # 2</td>
<td>Quiz 6, Journal response 3</td>
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<td>3/19-23</td>
<td>SPRING BREAK</td>
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<td>3/27</td>
<td>Chapter 18-19</td>
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<td>3/29</td>
<td>Field Trip Group 1</td>
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<td>4/3</td>
<td>Chapter 18-19 continued</td>
<td>Quiz 7</td>
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<td>4/5</td>
<td>Field Trip Group 2</td>
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<td>4/10</td>
<td>Reflection Session 2</td>
<td>Elva Ortega, Field Trip Reaction Paper due</td>
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<td>4/12</td>
<td>Chapter 20 - 21</td>
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<tr>
<td>4/17</td>
<td>Chapter 20-21 continued</td>
<td>Quiz 8, Journal response 4</td>
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<tr>
<td>4/19</td>
<td>Fields of Practice: Speaker # 3</td>
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<tr>
<td>4/24</td>
<td>Chapter 22-23</td>
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<tr>
<td>4/26</td>
<td>Chapter 23-23 continued</td>
<td>Final Paper due for PRAXIS Quiz 9</td>
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<td>5/1</td>
<td>Chapter 2,25,26</td>
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Note: We reserve the right to adjust the agenda as necessary to meet the needs of the class and accomplish learning objectives.

A Final Note: It is hoped that this course will elevate your level of respect for all people. Learn not to focus on failure, but on success and survival. Train yourself to look at social policies and patterns, not just individual behavior. Learn to look for strengths, not weaknesses, in people, communities, cultures, and societies. Learn to appreciate diversity, not fear it. And finally, learn how you can make a difference in the world.

Grading

Quizzes
Quizzes are given on the conclusion of two to three chapters. The purpose of the quizzes is to encourage reading and comprehension of key concepts. Each quiz is worth 100 points. There are 10 quizzes over the duration of the semester, with the 10th quiz being the final exam. There are no make-ups for missed quizzes. All quizzes will be on Blackboard and will be made available after the concluding lecture on Thursday and remain available through the Sunday night at midnight. You may attempt each quiz only once and the quiz is a timed quiz.

Scheduled Dates: Refer to Course Outline
25% of final grade

Student Journals
Throughout the course of the semester, you will journal (in My Journal on Blackboard) five times in response to specific prompts. I will post the prompt on Monday and you will have through midnight of the due date to respond. Grading will be based on 1) technical writing ability, 2) cohesive thought, 3) critical thinking skills, and 4) use of key concepts from readings, lectures, and discussions.

Scheduled Dates: Refer to Course Outline
25% of final grade
Experiential Learning Assignment: Living On SNAP (Midterm)

Scheduled Due Date: March 8th
25% of final grade

PURPOSE
The purpose of this assignment is to understand the realities of poverty and strengths and weaknesses of a social program designed to help provide a safety net for people experiencing poverty.

DESCRIPTION
1) Create a hypothetical family based on your own family, your roommates, or a similar situation. Assign ages to all family members.

2) Make a 30 day menu of what you would like to eat for a month, including amounts. You will not have discretionary funds to eat out, purchase coffee at shops, or buy snacks from vending machines. Be sure to include everything you will need for all your meals for a month based on the USDA recommended dietary plan.


3) Make a grocery shopping list from your menu plan.

4) Research food stamp allocation for a family you develop.
http://www.hhsc.state.tx.us/programs/foodstamps/estimator/index.html

5) Once you have determined how much the food stamp amount would be for your “family,” take your grocery list and shop for those items. Spend all your money, but do not go over the amount. You may make substitutions and change your menu and grocery list, but you must make sure everyone in your household will eat something at least three times per day for one entire month

6) Document your efforts in a 3-5 (These pages do not include menu or calendar) page paper including:

   a. Define poverty and purpose of the paper
   b. The family composition
   c. Where you shopped?
   d. How you found the amount of food stamps funds you would receive?
   e. How decisions were made for any adjustments?
   f. How the process made you feel, reporting any stress, anxiety, frustration, satisfaction, confidence, etc.
   g. Your opinions of the food stamp allotments (adequate, inadequate, etc)
   h. Any understandings gained about poverty from the experience
   i. Implications for social work profession
   j. The list of groceries you hypothetically purchased (attachment)
   k. The grocery lists (original and adjusted) (attachment)
7) View and respond to the documentary *Food Stamped*. Response should include:
   - Summary of the documentary, 1 page
   - Your initial reaction (1/2 page+)
   - How does the documentary fit with your experience of the SNAP project (1 page)
   - What recommendations would you make for the SNAP program and how does that comport with the NASW Code of Ethics (1 page)

As always, grading will include 1) technical writing ability, 2) cohesive thought, 3) critical thinking skills, and 4) use of key concepts from readings, lectures, and discussions.

**Remaining 25% of Grade**

**World View Paper**
Students will submit a three-page essay summarizing their individual perspective on the world and the people that inhabit it. Grading will be based on 1) technical writing ability, 2) cohesive thought, 3) critical thinking skills, and 4) use of key concepts from readings, lectures, and discussions.

**Scheduled Due Date: April 3rd**

**Field Trip and Reaction Paper**
Students will attend one of the two field trips as indicated on the syllabus. Due to the size of the class, half of the class will attend at a time. A reaction paper is required for credit for this activity.

The paper must include:
   - A brief description of each agency
   - Your initial reaction to the agency
   - What recommendations would you made regarding that agency and how does that fit with the NASW Code of Ethics

Grading will be based on 1) technical writing ability, 2) cohesive thought, 3) critical thinking skills, and 4) use of key concepts from readings, lectures, and discussions

**Schedule Due Date: 4-10**

**Participation and Attendance:** Attendance policy is strictly adhered to as elucidated in syllabus.

Attendance will be taken each class period. Additionally, most weeks there will be significant opportunities for you to engage in the class and participate in experiential learning activities. Failure to fully participate in the course will result in reduced points for P&A.
PRAXIS Written Assignment Guidelines

PRAXIS Service Learning Paper is required on your service learning experience. Typed 5-8 pages required.

The PRAXIS paper should reflect on and summarize your service-learning experience. It should consist of five (5) parts which should follow the guidelines below. Feel free to address other topics as necessary:

1 **Student Expectations (approx. 1 page):** a summary of your expectations of the agency, clients, staff and tasks *written prior to the first day of work at the agency.* You may use information from the agency orientation but must do more than summarize that orientation. Focus on what you expect to encounter in terms of

   a) Who are the clients of the agency? What attitudes, beliefs and needs will they have about themselves, the agency and their situation?
   b) What are the priorities and goals of the agency and its staff members? (e.g. focus on people-processing vs. people changing activities) and
   c) What sorts of duties and tasks will you be assigned? What skills will be needed, what outcomes expected? What will the main obstacles be?

2 **Agency Description (approx. 1 page):** A concise description of the agency. What does the agency do? What did you do? Who is the staff of the agency? What are the sources of funding, volunteers, other resources? What problems does it address? What part does it play in our society?

   **NOTE:** Do NOT copy agency brochure. Plagiarism occurs when a student obtains someone else’s work and presents those ideas or words as his or her own. Understand the principles of plagiarism and create your own original work accordingly. Be familiar with Texas Woman's University’s policies and procedures concerning plagiarism and academic dishonesty.

3 **Assessment of the Experience (approx. 1 – 2 pages):** Requires you to review your statement of expectations (above) and compare your initial experience with your actual experience at the agency. This must be an honest assessment of the experience, noting any inaccuracies in Part 1. Also reflect on the source of the inaccuracies. From where did you draw your initial opinions (ex. media, friends, personal experience, assumptions, etc.)? Were these opinions accurate? Why or why not?
Anecdote/Story (approx. 1 – 2 pages): At least one anecdote about an experience with, or a story from, an agency client. This anecdote should either:

a) constitute your most meaningful or moving experience during the PRAXIS work period, or

b) epitomize your encounters with the agency’s clients and/or staff.

Think about some experience that really stands out in your mind. After summarizing the interaction or observation, you should reflect on the how this experience impacted you, both intellectually (i.e. how you think about social work/your area of study) and emotionally (how did the experience make you feel?). Protect confidentiality, NEVER use client’s name in writing or in conversation!!

Effects of the Experience (approx 1 – 2 pages): A summary of how the PRAXIS experience affected your views. Have your values changed? If so, how? Do you see yourself and your relationships with others differently than before the PRAXIS experience? Has this experience changed how you look at society, your anticipated profession and yourself? Why? How?

WRITING YOUR PAPER

Follow manual style guidelines or APA format, typed, double-spaced when writing your PRAXIS paper.

Refer to Writing Well Checklist provided.

Label each section with a sub-heading.

Your paper should be 5 to 8 pages long (excluding the cover page) to cover required items above. Counts as 40% of your grade.

Practical Advice on Writing
Expect to spend as much or more time editing and refining the summary as you do in its initial composition.

Summary is an art required in most professions.

Refining the written assignments allows you to develop that art while preserving the key phrases
and impressions of yourself and your fellow humans gained through the PRAXIS experience.

Throughout the reflective summary, keep your focus on

- your emotional reactions to the agency experience,
- how it has affected your values, and
- the way it has made you more sensitive to your own prejudices and assumptions about life in our society.

NOTE: Late papers may be penalized five points per day. 
Any omission of the criteria above, or uncorrected errors in spelling, punctuation, and grammar, may also result in deducted points. 
For more information on grading see the attached grading evaluation.

REFLECTION SESSIONS

Reflection sessions will be facilitated in class during the dates listed below. There will be two and you are expected to attend both reflection sessions. Failure to do so will result in the loss of your PRAXIS credit.

NOTE: These are the ONLY Reflection Sessions scheduled. There will be NO MAKE UP sessions!

GRADING GUIDELINES

The final grade for the course will be determined on the basis of:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Notes</th>
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<tbody>
<tr>
<td>PRAXIS hours</td>
<td>30%</td>
<td>(completed timesheet and student/agency required)</td>
</tr>
<tr>
<td>Reflection Sessions</td>
<td>30%</td>
<td>(15% each session)</td>
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</table>
PRAXIS Paper 40% (5-8 pages on the PRAXIS volunteer experience)
Human Behavior and the Social Environment Sequence:

SOWK 2813
Human Behavior and Social Environment I

SOWK 3813
Human Behavior and Social Environment II
Texas Woman's University  
College of Arts and Sciences  
Department of Sociology and Social Work

Linda L. Marshall, Ph.D., LMSW  
Office: OMB 200 C  
Phone/Voice Mail: 940/898-2072  
Fax: 940/898-2068  
Office Hours:  
Mon/Wed 1:00 – 3:00 pm  
& by appointment  
Email: LMarshall@twu.edu

SOWK 2813  
HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

Catalog Description
Uses a wide range of perspectives – biological, psychological and social/environmental -- to examine the dynamics of human behavior. Emphasizes ecological systems in relation to individuals' needs and capacities throughout the life cycle. Three lecture hours a week. Credit: Three hours.

Generalist Practice
Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H.).

Core Competencies and Student Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)
   a. Practice personal reflection and self-correction to assure continued professional development.
   Developmental profiles
2. Apply social work ethical principles to guide professional practice (EPAS 2.1.2)
   a. Recognize and manage personal values in a way that allows for professional values to practice;
   b. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics
   Developmental profiles, quizzes, exams
3. Apply critical thinking skills to inform and communicate professional judgments (EPAS 2.1.3)
   a. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom

   Developmental profiles, quizzes, exams

4. Engage diversity and difference in practice (EPAS 2.1.4)
   a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
   b. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

   Developmental profiles, quizzes, exams

5. Apply knowledge of human behavior and the social environment (EPAS 2.1.7)
   a. Utilize conceptual frameworks to guide processes of assessment, intervention, and evaluation; and
   b. Critique and apply knowledge to understand person and environment.

   Developmental profiles, quizzes, exams

Required Text

Supplemental Readings
Some additional readings, related to content covered in the textbook, will be made available during the semester and their content will be included on exams.

Required Assignments

- **Developmental Profiles.** (see guidelines on Blackboard).
  There will be two papers due in this class which profile your life in childhood and adolescence. Profiles should be typed, double-spaced, using proper spelling and grammar, and divided into the 6 sections as listed in the handout (please use the subheadings listed). Profiles should generally be between 6 - 8 pages in length. Please include a cover page with your name, date, course name and number, and the life stage being addressed. Staple the pages in the upper left hand corner. Emailed papers cannot be accepted; hand in your paper on the due date in class.

- **Weekly Reading Response Cards.** (see guidelines on Blackboard).
  Each Monday, students will participate in their small groups by briefly discussing the assigned readings for that week, and handing in individual response cards. These are not graded, but how many you turn in will be figured into your final grade.
• **Weekly Quizzes.** Short quizzes will be held on 11 dates during the semester (see schedule for dates). Ten of these will be graded; the lowest grade will be dropped. Quizzes cover the assigned readings for the week, as indicated on the schedule.

**Examinations**

There will be **three examinations** during the semester. Exams will consist of objective and short essay questions. Text and supplemental readings, class lectures, guest speakers, and videos will also be covered on both exams. Essay questions on exams will be graded not only on their content but also on the quality and organization of the written response. I will provide a detailed review sheet prior to each exam to assist you in studying. If you miss a guest speaker or video, you will need to get notes from someone in class – no make-ups for speakers or videos.

I will present material in class that is not in your reading. Likewise, there will be material in your reading that is not discussed in class – it is all fair game for exams. You are responsible for obtaining material presented in class if you are absent. Therefore, I suggest you make two contacts in class now:

Name: ____________________________ Phone/Email: ____________________________

Name: ____________________________ Phone/Email: ____________________________

**Grading**

Grades will be determined on the following basis:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Developmental Profiles</td>
<td>200</td>
</tr>
<tr>
<td>(2 @ 100 pts. each)</td>
<td></td>
</tr>
<tr>
<td>Ten weekly quizzes</td>
<td>100</td>
</tr>
<tr>
<td>1st Exam</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
</tr>
</tbody>
</table>

Grading scale:

- 600 – 540 = A
- 479 – 420 = C
- 539 – 480 = B
- 419 – 360 = D
- 359 & below = F

**Course Policies**

Class attendance, punctuality, classroom demeanor, and class participation are expectations of all students. Consequently, these expectations do directly affect grades in this course.

**Attendance/Punctuality:** **It is a class requirement to attend every class session.**

Attendance is recorded on sign-in sheets every class session. You will be counted absent if you leave at any time during the class period, unless you become seriously ill. Three absences
during the semester are allowed, but beyond that, you will have to drop the class, no matter what the reasons are for your absences. This is not meant to be punitive, but to reflect the fact that you cannot gain the requisite knowledge and exposure to the topic if you are absent four times or more.

To be explicit: a fourth absence will necessitate your dropping the course because you cannot pass the course at that point.

Arriving on time is also required. In addition, this is not a “come and go” environment. Leaving class should only occur under dire circumstances. If you have an extremely unavoidable reason to request leaving class early, please discuss with me beforehand. If an emergency situation arises during class that requires you to leave early, please talk to me afterwards as soon as possible. Do NOT, under any circumstances, expect to walk in and out of class and be allowed to continue in this course.

Written Assignments: Due dates are firm. If you turn in an assignment late, it will be accepted but will receive a 10-point reduction for each day it is late.

Plagiarism & Academic Dishonesty: Neither of these will be tolerated and the penalties for engaging in them will be costly. I take cheating and plagiarism very seriously. Use your own words and avoid, at all costs, plagiarizing the work of others, including Internet sources. Plagiarism can result in failing the class and even expulsion from the University. Any form of cheating, on exams or written work, can result in the same.

Exams: Exams will be taken on schedule with make-up exams given ONLY for a documented emergency. Do not expect to pass the course if you miss scheduled exams.

Withdrawals & Incompletes: The last day to drop a class during Spring, 2012 semester is April 5. If you are questioning whether you should drop this course, please contact me first so we can discuss it. A grade of “incomplete” can only be given in cases of extreme and documented emergencies and it must be applied for through an official University form that requires several levels of approval, starting with me. It is very seldom that a grade of “incomplete” is given in my classes.

Electronic devices: Please turn off any and all electronic devices at the beginning of class. If you have children and are concerned about being contacted regarding them, put your phone on vibrate. I don’t allow laptop computers, iPods, notebooks, or tablets of any kind in my class unless there is a learning disability (documented through the Office of Disability Support Services) that requires one; if that is the case, you must speak to me about it and sit at the back of the class to use one.

*** Anyone who talks, texts or surfs the net on his or her phone will be asked to leave the class, either temporarily or permanently. The penalties for using a cell phone in any manner whatsoever will be dire. Don’t even think about it.
**Professional Demeanor:** In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstration of respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one’s own behavior; motivation; emotional maturity; originality; etc…

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers who are employable and who can remain employed.

**Statement on Civility:** Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

**Classroom Demeanor:** All students are expected to come to class prepared by having read the assigned readings, to participate thoughtfully in class discussions, to treat fellow students and the professor with respect and courtesy, and to conduct themselves as mature adults. Please consider the classroom as a rather formal setting in which we all behave in ways that are conducive to learning and growth.
**Instructional Techniques**

Primary methods of classroom instruction will be through lecture, guest speakers, videos, and class discussion.

**Extra Credit**

Extra credit may be earned up to a maximum total of 10 pts. by the following:
- Joining NASW (national level) 5 pts.
- Attending a local NASW meeting (held monthly) 2 pts.
- Joining a student organization in your major 2 pts.
- Attending any other University events that may be relevant 2 pts.
- Attending NASW or other professional conference 5 pts.

Please document your attendance or membership and submit documentation at the end of the semester. I cannot grant extra credit without documentation from you.

** Last but not least: Achieving a good balance between an enjoyable learning experience and a focused, productive classroom environment is not easy, but I strive for that in my teaching. I extend a sincere invitation to students to join me in this endeavor by holding high expectations for yourselves and the class and by engaging your intellectual abilities in a fully committed manner.

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**DISABILITY SUPPORT SERVICES**

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

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**ACADEMIC DISHONESTY POLICY**

Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases
in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. tools to help you avoid plagiarism are available through the TWU Libraries “Quick Links” under “Research Help” (http://www.twu.edu/library/literacy/index.htm).

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**RELIGIOUS ACCOMMODATION POLICY**

If you must miss class due to a religious requirement, please notify the professor two weeks prior to the date, in writing.

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**UNITS OF CONTENT**

Unit I. Theoretical Perspectives  
Topics: Knowledge foundations for social work, the person-in-the-environment focus, effects of human diversity, models for assessment, theory and research as integral components of understanding human behavior.  
A. Objectives  
   1. Identify knowledge foundations which may be utilized in enhancing the understanding of human behavior at micro, mezzo, and macro levels;  
   2. Discuss the importance of research in theory development, gathering information and planning interventions for enhancement;  
   3. Describe general systems theory and its relevance for social work;  
   4. Develop case scenarios in class for discussing the possible impacts of biological, psychological, and social systems on development;  
   5. Determine micro-, mezzo-, and macro-systems which may have significant effects on the developing individual in terms of identified biological, psychological, and social factors;  
   6. Identify the impact of human diversity (ethnicity, race, class, culture, gender, and sexual orientation) on the developing individual;  
   7. Apply growth and development as concepts to multiple levels of human behavior -- individual, familial, community, organizational, and societal;  
   8. Introduce students to theoretical perspectives and the importance of theory use and development;  
   9. Formulate a model for viewing, assessing, and understanding human behavior that concentrates on the interactions of micro, mezzo, and macro systems;  
10. Define organizations as macro systems and explain their involvement with clients;  
11. Discuss communities as macro systems and examine their impacts on human behavior;  
12. Describe major roles assumed by social workers as they practice within the context of micro, mezzo, and macro systems.  

B. Readings  
   Chapter 1 of text.
C. Activities
Illustration and discussion of the multiple sources of effects on individuals, families, communities, organizations, and societies. Introduction of multiple perspectives from which to perceive and utilize systems in social change efforts.

1st Exam.

Unit II. Infancy and Childhood
Topics: Biological and psychological aspects of infancy and childhood, developmental personality theories, theories of cognitive development, diversity and self-concept, and social aspects of infancy and childhood. The importance of family, school, and community as socializing agents. Child abuse and neglect.

A. Objectives
1. Examine the interplay of physical, psychological, and social factors in development and define the parallel nature of their effects;
2. Foster an understanding of "epigenetic" stages of development;
3. Introduce and critically evaluate Freudian theory of psychological development;
4. Consider the application of learning (behavioral) theories;
5. Orient students to the integration of the life cycles of families and the life cycles of individual family members;
6. Draw upon the research pertaining to self concepts of minority children and apply to the effects of diversity on an individual's development;
7. Explore the family environment, variations in family structures, the impacts of social forces on family systems, and the dynamics of family systems;
8. Apply systems theory principles to families.

B. Readings
Chapters 2, 3, 4, and 5 of the text.

C. Activities
First developmental profile due.
Midterm Exam.

Unit III. Adolescence
Topics: Biological aspects of adolescence, psychological developments at this stage, Erikson's theory of psychosocial development. Moral development, identity, gender roles, and sexual orientation as aspects of identity. Recent research and theoretical critiques of Erikson and Kohlberg (by Gilligan, Tavris, Miller, Kimmel). The importance of community and school in peer group identity. The effects of culture and societal values on adolescent development.

A. Objectives
1. Discuss the interplay of physical, psychological, and social development and consider the parallels in these aspects of development;
2. Familiarize students with Erikson's psychosocial theory of development and encourage students to integrate this theory with other theories;
3. Contrast the theories of Kohlberg and Gilligan in terms of both content and research methodology;
4. Introduce divergent theoretical views from Erikson's, especially in terms of gender and sexual orientation;
5. Present the SAD Person's Scale as an instrument for evaluating the suicide risk of an individual;
6. Consider individual and familial factors which may be associated with substance abuse;
7. Familiarize students with the phenomena of sexism and heterosexism and their effects on individual's developing sense of self and place in the social structure;
8. Introduce the perspective that all biological developmental changes take place within a social context.
9. Describe the social system changes that adolescents undergo;
10. Differentiate between the medical model of understanding emotional/behavioral problems and an interactional model.

B. Readings
   Chapters 6, 7, 8, 9, and 13 (adolescent issues) of the text.
   Handout on gay and lesbian issues.

C. Activities
   Second developmental profile due.
   Final exam.
Texas Woman's University
College of Arts and Sciences Department
of Sociology and Social Work Social Work
Program

Sandra Brackenridge, LCSW
Office Hours:
Office: OMB 203 Mon/Wed 11:00 – 1:00 pm
Phone/Voice Mail: 940/898-2079 Tues/Thurs 10-11
Email: SBrackenridge@twu.edu

SOWK 3813
HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

Catalog Description
Uses a wide range of perspectives – biological, psychological and social/environmental -- to examine the dynamics of human behavior. Emphasizes ecological systems in relation to individuals' needs and capacities throughout the life cycle. Three lecture hours a week. Credit: Three hours.

Student Learning Outcomes:
Upon successful completion of this course, the student will:
- Demonstrate ability to apply knowledge of human behavior and the social environment during the span of adulthood evidenced by written assignments, classroom discussion and presentations and including:
  - Utilizing conceptual frameworks to guide assessment, intervention, and evaluation
  - Critiquing and applying knowledge to understand person and environment

EPAS:
2.1.1 Identify as a professional social worker and conduct oneself accordingly
Students will demonstrate
- Professional demeanor in behavior, appearance, and communication
  (Panel presentation, classroom behaviors, communication)
2.1.3 Apply critical thinking to inform and communicate professional judgments
Students will demonstrate
- ability to distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge, and practice wisdom through successful examination completion and successful insight-oriented writing assignment.
- analysis of models of assessment, prevention, intervention, and evaluation through class discussion and successful completion of writing assignment
- effective oral and written communication through writing assignment
  (Developmental profiles, panel presentation, exams)
2.1.4 Engage diversity and difference in practice
- Students will recognize the extent to which culture’s structures and values may oppress, marginalize, alienate, or create or enhance power through
  Successful completion of readings, classroom discussion and examinations which inform and test comprehension of diverse populations throughout the second half of the life cycle, including diverse sexual orientation, diverse races and ethnicities, gender oppression and ageism.
- Students will gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups through AND students will recognize and communicate their understanding of the importance of difference in shaping life experiences through
  (Developmental profiles, presentation, exams)
2.1.7 **Apply knowledge of human behavior and the social environment**

- Students will demonstrate utilization of conceptual frameworks to guide the processes of assessment intervention and evaluation through successful completion of written assignment, classroom discussion and presentation as well as midterm and final examination.
- Students will demonstrate ability to critique and apply knowledge to understand person and environment through successful completion of written assignment, presentation and examinations.

(Developmental profiles, panel presentations, exams)

**Required Texts**

**Supplemental Readings**
Some additional readings, related to content covered in the textbook, will be made available during the semester and their content will be included on exams.

**Required Assignments**
- **Developmental Profile** (see separate handout). Profiles should be typed, double-spaced, using proper spelling and grammar, and divided into the 6 sections as listed in the handout (use the subheadings listed). Profiles should generally be between 6 - 8 pages in length. Please include a cover page with your name, date, course name and number, and the life stage being addressed. Staple the pages in the upper left hand corner.
- **Panel Presentations** (see separate handout). The class will be divided into 6 groups, 2 for each – young adulthood, middle adulthood, and later adulthood. Each group will make a panel presentation on the life stage they have chosen. The group will be responsible for filling an entire class periods on the days of their presentation.

**Grades and Examinations**
Grades will be determined on the following basis:

*Developmental Profile* 25%

**Panel presentation** 25%

Midterm Exam 25%

Final Exam 25%

* Please see Guidelines for Developmental Profiles
** Please see Guidelines for Panel Presentations

Exams will consist of objective (multiple choice, true/false) and essay/short answer questions. Essay questions are weighted to consider both quality of content and organization/presentation. Exam content will be based on class lecture, guest speakers, text readings, videos, and outside readings.

**COURSE POLICY:**
1. Tardiness in the submission of any of the assignment (developmental profile) will result in a lower grade. Specifically, at least 10pts or one letter grade will be subtracted from the student’s grade for lateness.
2. **Tests:** Missed mid-terms must be made-up within two weeks of mid-term week, and a student **MUST** take their final exam **ON OR BEFORE** the time listed by the university and in this syllabus. If special circumstances arise, a student must contact the social work office before the time of the exam.

3. **Attending class is imperative for the development of social work skills and knowledge essential for practice.** There will be a sign in sheet for each student to sign sometime during class each class period. Two absences are allowed per semester. For each unexcused absence after two, 10 points may be deducted from the student's final grade. An absence is excused only at the professor's discretion or with an excuse from Student Life, and the student is responsible for initiating a meeting with the professor to discuss any absence that they wish to be excused.

**Plagiarism & Academic Dishonesty:** Neither of these will be tolerated and the penalties for engaging in them will be dire. I take cheating and plagiarism very seriously. Use your own words and avoid, at all costs, plagiarizing the work of others, including Internet sources. Plagiarism can result in failing the class and even expulsion from the University. Any form of cheating, on exams or written work, can result in the same.

**Withdrawals & Incompletes:** The last day to drop a class during Fall, 2008 is October 30. If you are questioning whether you should drop this course, please contact me first so we can discuss it. A grade of "incomplete" can only be given in cases of extreme and documented emergencies and it must be applied for through an official University form that requires several levels of approval, starting with me. It is very seldom that a grade of "incomplete" is given in Social Work classes.

**Electronic devices:** Please turn off any and all electronic devices at the beginning of class. If you have children and are concerned about being contacted regarding them, put your phone on vibrate. I don't allow laptop computers in my class unless there is a documented learning disability that requires one; if this is the case, please sit at the front of the class to use one.

**Classroom demeanor:** All students are expected to come to class prepared by having read the assigned readings, to participate thoughtfully in class discussions, to treat fellow students and the professor with respect and courtesy, and to conduct themselves as mature adults. Please consider the classroom as a rather formal setting in which we all behave in ways that are conducive to learning and growth.

**Professional Demeanor:** In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and/or lab; punctuality; timeliness in submitting required work in class and/or lab; proper notification and/or documentation provided if class or lab will be missed; ability to accept supervision and/or critical feedback; demonstrate respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and while taping; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; _attire_; how one handles adversity; personal hygiene; taking responsibility for one’s own behavior; motivation; emotional maturity; and originality.

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors and other students (in other words, text messages, FaceBook, and MySpace are all fair game). Areas to be included are written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance
and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students’ professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students’ professional behavior is to help them become better professional social workers that are employable and who can remain employed. Students can be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

**Bonus points** may be earned, up to a maximum of 10 points, by

- Joining NASW (National level)
- Attending a local NASW meeting (held monthly)
- Joining a student organization in SW or Sociology
- Attending NASW or other professional conference
- Other extra credit events scheduled during semester

Bonus points should be documented and turned in at the time of the final exam. The purpose of bonus points for professional affiliation is to foster identification with the profession of social work and to encourage commitment to the profession. Students are responsible for providing documentation for bonus points.

**Instructor’s Note**
Social work is a competitive, skilled professional field. Social workers are in positions of considerable responsibility and play significant roles in the lives of their clients. We are ethically obligated to be as educated, skilled, and self-aware as possible to fulfill our professional obligations fully and well. It is in this ethical area of self-awareness that the HBSE course requires purposeful and committed personal growth on the part of Social Work majors. While the course objectives and requirements are challenging, please know that they are designed to help you achieve this level of self-awareness that is crucial to your professional capacity.

The faculty of the Social Work Program is committed to providing you with the educational preparation to engage in skilled, generalist social work practice. We utilize this definition of generalist practice:

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H.)

**DISABILITY SUPPORT SERVICES**

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with
me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

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RELIGIOUS ACCOMMODATION POLICY

If you must miss a class due to a religious requirement, please notify the instructor in writing by the second week of class.

UNITS OF CONTENT

Unit I. Theoretical Perspectives on HBSE
Topics: Knowledge foundations for social work, the person-in-the-environment focus, effects of human diversity, models for assessment, theory and research as integral components of understanding human behavior.

D. Objectives
13. Identify knowledge foundations which may be utilized in enhancing the understanding of human behavior at micro, mezzo, and macro levels;
14. Discuss the importance of research in theory development, assessment, and planning interventions;
15. Describe general systems theory and its relevance for social work;
16. Develop case scenarios in class for discussing the possible impacts of biological, psychological, and social systems on development;
17. Determine micro-, mezzo-, and macro-systems which may have significant effects on the developing individual in terms of identified biological, psychological, and social factors;
18. Identify the impact of human diversity (ethnicity, race, class, culture, gender, and sexual orientation) on the developing individual;
19. Apply growth and development as concepts to multiple levels of human behavior -- individual, familial, community, organizational, and societal;
20. Introduce students to theoretical perspectives and the importance of theory use and development;
21. Formulate a model for viewing, assessing, and understanding human behavior that concentrates on the interactions of micro, mezzo, and macro systems;
22. Define organizations and communities as macro systems and explain their involvement with clients;
23. Describe major roles assumed by social workers as they practice within the context of micro, mezzo, and macro systems.

E. Readings
   Chapter 1 of Zastrow & Kirst-Ashman text, Introduction to Field Guide.

Unit II. Young Adulthood
   Topics: Biological aspects of young adulthood. Childbearing, intimacy vs. isolation, starting families. Sexual orientation as a distinctive life issue

Objectives
   1. Reinforce the concepts of growth and development as continuing processes.
   2. Further development of the understanding of the interplay of biological, psychological, and social factors in development, particularly the effects of social expectations of young adulthood.
   3. Demonstrate the epigenetic concept of stages of development and point to the parallels of midlife review and the identify processes of adolescence.
   4. Address the feminist critique of stage-based theories of development, especially as they fail to incorporate the changing life patterns of women in contemporary society.
   5. Discuss the significance of macro theories in assessing human behavior and in shaping approaches to social policy.

Readings: Young adulthood portions of chapters 10, 11, 12 and chapter 13.
Activities: Videos: For the Bible Tells Me So, The Motherhood Manifesto
   Young adulthood developmental profile

UNIT III: Middle Adulthood
   Aging, menopause, climacteric, generativity vs. stagnation, marital adjustments at midlife, divorce and its impact on partners and children, post-divorce renewal, midlife review. Feminist critiques of the double standard of aging and the medicalization of menopause. Cultural changes in the definition of middle age and the effects on both women and men. Sociological theories of social structure.
   1. Consider the etiological relationships that may exist for narcissism and depression in the resolution of the crisis of generativity vs. stagnation.
   2. Discuss the significance of macro theories in assessing human behavior and in shaping approaches to social policy.
   3. Discuss the importance of social and cultural forces on mid-life passage— including the loss of community, bureaucracy and alienation as features of modern work, changing opportunities for women in work and family, and the corresponding changes in social values that accompany these.
   4. Demonstrate the epigenetic concept of stages of development and point to the parallels of midlife review and the identify processes of adolescence.
   5. Encourage the integration of the theoretical concepts of generativity and stagnation (Erikson) with the concept of a hierarchy of needs (Maslow);
   6. Consider the etiological relationships that may exist for narcissism and depression in the resolution of the crisis of generativity vs. stagnation.
   7. Discuss the importance of social and cultural forces on mid-life passage-- including the loss of community, bureaucracy and alienation as features of modern work, changing opportunities for women in work and family, and the corresponding changes in social values that accompany these.

Readings: Middle adulthood portions of chapters 10, 11, 12.
Activities: Middle adulthood developmental profile

UNIT III. Later Adulthood
   Topics: Defining old age, integrity vs. despair, life review as a therapeutic process, reminiscence therapy, theories of aging, death, and dying, theoretical approaches to dealing with grief. Suicide rates for older
women and men and implications of gender roles on these differences. Social and cultural forces and their impact on how aging is conceptualized and experienced. Social programs and policies for the aged.

A. Objectives

1. Discuss the significance of macro level systems on the aged in our society and how they affect the resolution of the crisis of integrity vs. despair;
2. Introduce students to Kubler-Ross' five stages of death and dying, as well as critical responses to this theory;
3. Consider the applications of activity theory, disengagement theory, and social reconstruction theory to this final stage of development;
4. Identify the major social problems affecting the elderly in society with an emphasis on the current lack of meaningful roles for the aged;
5. Become familiar with current services and macro system responses to the needs of the elderly and the need for informed policy development in these areas;
6. Consider the impact of social and economic forces in the last century on the experience of aging;
7. Discuss the emergence of the elderly as a significant political force;
8. Become more comfortable in dealing with issues around death and dying, particularly in terms of students facing the eventual death of family, friends, and self.

Readings: Chapters 14, 15, 16
"When I Am an Old Woman," The OWL Agenda.
          Writing one's epitaph
          Later adulthood developmental profile
          Final exam

READINGS, ASSIGNMENTS, AND EXAM SCHEDULE

January/February
Introductions and Orientation to Course
UNIT I: Overview of Micro and Macro Perspectives
   Review, Ch. 1 (ZKA); Overview, Field Guide to the U.S. Economy

UNIT II: Young Adulthood
   Chapter 10: Biological Aspects
   Chapter 11: Psychological Aspects
   Chapter 12: Social Aspects
   * Ch. 13 Sexual Orientation will be covered in this section as well

UNIT III: Middle Adulthood
   Chapter 10: Biological Aspects
   Chapter 11: Psychological Aspects
   Chapter 12: Social Aspects

March
April/May
UNIT IV: Later Adulthood
   Chapter 14: Biological Aspects

45
Chapter 15: Psychological Aspects
Chapter 16: Social Aspects
Panel Presentations

Mid-term March 6
Final exam May 8
Developmental profile due on April 19
Practice Sequence:

SOWK 3223 and 3221  
Practice 1 and Practice 1 lab

SOWK 3233 and 3231  
Practice 2 and Practice 2 lab

SOWK 3243 and 3241  
Practice 3 and Practice 3 lab
SOWK 3223 Practice I (3 credits) M/W 9:30-10:50
SOWK 3221 Practice I Lab (1 credit) M/W 8:30-9:20

Catalog Description
SOWK 3221. Social Work Practice I Laboratory. Application of social work practice skills with emphasis on assessment of individual functioning. Use of video lab. Concurrent enrollment: SOWK 3223. Two laboratory hours a week.
Credit: One hour.

SOWK 3223. Social Work Practice I. Theory and process for generalist social work practice. With a person-in-environment focus, study includes development of the helping relationship, skills in interviewing and data-gathering, assessment, selecting and carrying out appropriate types of intervention at multiple levels, termination, and evaluation. Concurrent enrollment: SOWK 3221. Three lecture hours a week.
Credit: Three hours.

Program Definition of Generalist Social Work Practice
Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H. 2011).

Core Competencies and Student Learning Outcomes:
Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers
• advocate for client access to the services of social work;
• practice personal reflection and self-correction to assure continual professional development;
Students will learn self-reflection and self-correction measured by completion exercises in class, class discussion and role plays, and completion of the video assignment successfully.
• attend to professional roles and boundaries;
  • demonstrate professional demeanor in behavior, appearance, and communication;
Students will attend to professional roles and boundaries measured satisfactory completion of the video assignment, and exhibition of professional demeanor and ethical behavior measured by attendance, classroom behavior, interaction with peers and faculty.

• engage in career-long learning; and
• use supervision and consultation.

Students will avail themselves of supervision and consultation with the instructor in class, individually, and in groups and are measured by the completion of the lab assignments, class attendance and participation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

• recognize and manage personal values in a way that allows professional values to guide practice;

Students will complete exercises in class and participate in class discussion which will expose personal values. Measurement will be through instructor observation as well as through exam questions.

• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

Students will attend lectures on each section of the NASW Code of Ethics and examination questions will be satisfactorily completed as measurement.

• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.

Students will learn techniques for reasoning and resolution of ethical dilemmas, and examination questions will be satisfactorily completed as measurement.


Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

Students will complete two writing assignments, a psychosocial history and a letter to court, after interviewing a stranger. They will use the above skills to make recommendations in each assignment.

• analyze models of assessment, prevention, intervention, and evaluation; and

Students will study models of assessment, prevention, intervention, and evaluation which are described in textbooks and lecture content. Measurement of their knowledge and analysis will be through the above mentioned writing assignments and examination questions.

• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
Students will be measured in their effective oral and communication with individuals and families through the writing assignments and video assignment.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Students will have some classroom exercises which are designed to expose personal biases and values. Classroom discussion is also utilized. Measurement of self-awareness will be through instructor observation and evaluation as well as through the video assignment.
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

*Students will demonstrate this skill through the video assignment.*

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- Students will demonstrate this skill through satisfactory completion of two writing assignments, examination questions, video assignment.
- critique and apply knowledge to understand person and environment.

*Students study ecosystems terms and theory and PIE through textbook reading and lecture. Examination questions and writing assignments exhibit their knowledge.*

**Educational Policy 2.1.10(a)—Engagement**
Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

*Students will demonstrate measurable preparation for action with individuals and families through satisfactory completion of writing assignment, video assignment, and examinations.*
- use empathy and other interpersonal skills; and

*Students will demonstrate these skills through satisfactory completion of video assignment.*
- develop a mutually agreed-on focus of work and desired outcomes.

*Students will demonstrate this skill through understanding of assessment and engagement demonstrated in video and examination.*

**Educational Policy 2.1.10(b)—Assessment**
Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

Students will demonstrate knowledge and skill in each of the above activities through satisfactory completion of the writing assignments and the video assignment.

Educational Policy 2.1.10(c)—Intervention
Social workers
• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

Students will demonstrate cursory knowledge about each of the above named skills through satisfactory completion of assignments and examination in this course. However, the knowledge only is measured by this course.

Educational Policy 2.1.10(d)—Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

Students will demonstrate these skills through completion of the video, specifically in evaluation of themselves and their intervention on camera.

Upon successful completion of this course, the student will:
• Be able to resolve ethical dilemmas using two methods of resolution and demonstrate adherence to the NASW Code of Ethics during development of microskills in classroom role play exercises, class discussions, class assignments/papers, and exam questions.
• Demonstrate satisfactory beginning social work skills in areas of engagement, assessment, intervention, and evaluation with individuals as evaluated in videotaped assessments and written assignments.
• Demonstrate comprehensive psychosocial assessment as evidenced in the Psychosocial History Paper assignment including:
  o Collecting, organizing, and interpreting client data
  o Assessing client strengths and limitations
  o Developing mutually agreed upon goals and objectives
  o Selecting appropriate intervention strategies

Methods of Instruction:
Lecture, discussion, case examples, readings, role-playing, and guest speakers, as time allows, will be the primary methods of instruction in the classroom. Students will complete videotaped assessments for the lab portion of the class that will be reviewed by the instructor. Writing skills will be developed through written assignments.

Required Texts:
Exercises and lecture material are also taken from additional sources.

**Professional Demeanor:**
In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstration of respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one’s own behavior; motivation; emotional maturity; originality; etc…

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers who are employable and who can remain employed.

**Statement on Civility:**
Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

**The TWU Academic Dishonesty Policy:**
Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries’ -Quick Links‖ under -Research Help‖ (http://www.twu.edu/library/literacy/index.htm).

**Technological devices:** Please do not use cellular phones or beepers in an activated mode in class. Your consideration is anticipated and appreciated. Tape recording class meetings is allowed in this class.
TWU's Disability Support Services: Students With Disabilities: If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

Religious Accommodation: If you must miss class due to a religious requirement, please let me know in writing by the second week of class.

ADHERENCE TO THE SOCIAL WORK CODE OF ETHICS: Students accepted to the major in social work are expected to adhere to the NASW Code of Ethics which is included in each textbook, and covered in class.

DEMANDS ON YOUR TIME and COURSE POLICY: Because this course is preparation for the practice of social work, a student may find it time-consuming, requiring organization and planning, as well as cooperation with other students. Please plan ahead for the assignments.
1. Tardiness in the submission of any of the assignments will result in a lower grade. Specifically, at least 10pts or one letter grade will be subtracted from the student's grade for lateness. Assignments included in this policy are: written psychosocial history, and videotape submission.
2. Tests: Missed mid-terms must be made-up within two weeks of mid-term week, and a student MUST take their final exam ON OR BEFORE the time listed by the university and in this syllabus. If special circumstances arise, a student must contact the social work office before the time of the exam.
3. Attending class is imperative for the development of social work skills and knowledge essential for practice. There will be a sign in sheet for each student to sign sometime during class each class period. The TWU Social Work Departmental Policy is that any student who misses 4 classes of Practice 1 may be required to repeat the course.

Required Assignments and Grading:

Practice I:

Assignments:

I. Papers 1 & 2: rough drafts due 4/16; final drafts due 4/23
   A. Psychosocial History
   An outline of this assignment is attached. You are to complete a two to five page history of anyone you interview. The person interviewed may not be a member of your family or a close acquaintance or friend. Keep confidentiality in mind, using false names. The objectives of this assignment are for you 1) to learn written assessment in a generalized, but comprehensive format, 2) to practice your interviewing skills, and 3) to master writing about a client in a professional manner.

   B. Court Assessment Paper
   Using the same interview and information gathered for your psychosocial history, you are to complete a two to five page assessment for submission to a Judge in court. You will omit or add information and
language to the previous paper which will assist the court in making court orders which will benefit and protect your client/community/society. The objectives of this assignment are for you 1) to practice writing in a professional manner for an audience that has no social work knowledge or experience; 2) to present yourself via the paper as an educated, skilled, and articulate professional; 3) to learn how to protect and benefit your client through professional writing.

IT IS EXPECTED THAT YOUR WRITING IN BOTH PAPERS BE PROFESSIONAL AND WELL-DONE, as if you were presenting this history within an agency setting and an actual court of law. Please use 10-12pt font, and one sided printing. Grammatical and spelling errors are not acceptable. This assignment will NOT be accepted ELECTRONICALLY without special permission.

II. Lab Manual due 3/5
Students will use the DVD provided with the Cummins text on their own time. They will then complete the TRY IT and QUIZ portion of the DVD, transcribing their answers to each question for the Lab Manual.

Tests and Grading:
Two tests including a midterm and final exam will be given. Tests may consist of multiple choice, matching questions, true/false, and essays. A study guide will be provided for each test.

Final grade in Practice I will be computed based on the following system:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm and Final</td>
<td>20% each</td>
</tr>
<tr>
<td>Participation and Professional Deportment</td>
<td>10%</td>
</tr>
<tr>
<td>Final Video &amp; Lab Manual</td>
<td>20%</td>
</tr>
<tr>
<td>Papers 1 and 2</td>
<td>15% each</td>
</tr>
</tbody>
</table>

PRACTICE I LAB:

Assignment I: Short videotaped interview due 2/29. This is the first time you will use the videotaping lab. You will be paired with a classmate and will conduct an interview that will be videotaped. You are to conduct a 15 to 20 minute interview which demonstrates preparatory empathy, introduction, engagement, and problem identification skills. The tape and a written evaluation of the interview are to be turned in to the instructor. This is a baseline measurement of your skills which will be compared to your final video and skills. This first video will be graded as complete or incomplete, and you will receive feedback for improvement.

You will then need to schedule time with your instructor to go over the final assignment. During the lab meetings, your instructor may advise that you need no additional coaching time, and that you are ready for final taping.
Assignment II: Videotape assessment due 4/30. This is the second time you will use the videotaping lab. The instructor will pair you with a classmate for this assignment. For this assignment you will complete a videotape of about 20 minutes duration.

a. You and your partner will schedule a time to meet with the instructor who will coach you each in interviewing. Your instructor will advise as to when you are ready to tape.
b. After taping, you will watch the video and grade your performance in specified areas using the rating skills sheet and the questions attached.
c. Re-tape if you and your partner feel it is necessary.
d. Turn in final tape with rating skills sheet.

All students are expected to demonstrate satisfactory beginning level interviewing skills in their final videotape. Grading is based on required beginning level skills.

Students are required to achieve at least a grade of “C” in this course, and therefore, students who do not demonstrate beginning level interviewing skills will be required to retake the lab portion of the class in a later semester.

Final grade is based on the following points:
First videotape: 25% (complete/incomplete)
Second videotape: 50% (letter grade)
**** the grade for the second video is computed within the grade for Practice 1 class as well
Meeting with Instructor: 25% (complete/incomplete)

Course policy is the same as for Practice 1 in regard to attendance, tardiness, and deportment. Please note: LABS CANNOT BE MADE UP

PRACTICE 1 SOWK 3223 & 3221
SCHEDULE AND READINGS

Approximately through January/February
Introduction to Course, Review of Assignments, Grading, Syllabus

Overview of Social Work
Generalist Practice and Multi-level Intervention
Roles, Values and Purpose: Goals and Objectives
Social Work Skills: Empathy, Respect, Authenticity
Self-Understanding, Self-Control, etc

The Ecosystems Perspective & Strengths Perspective/Empowerment Based Practice

Approximately through March
NASW Code of Ethics
Ethical Decision Making

www.naswdc.org or www.ablongman.com/cummins2e

Cournoyer, Ch.1 and Cummins, Ch.1
Cummins, Ch 3
Cummins, Ch 1
Cournoyer, Ch 1
Cummins, Ch 3
Preparing Skills Cournoyer, Ch 5

*Talking and Listening Cournoyer, Ch 4
Engagement Cummins, Ch. 5

1st video due Feb 29
Lab Manual due March 5
March 5 Midterm
Approximately March through April

*Beginning and Exploring Cournoyer, Ch. 6 and 7
Social Work Skills Cummins, Ch 6 and CD-Rom

Challenges Cournoyer, Ch. 8
Identifying Strengths Cummins, Ch. 4
Diversity

Suicide, Child Abuse & Domestic Violence
Psychosocial Assessment Handouts and DSM IV-TR

Paper rough drafts due 4/16, Final Drafts due 4/23

May
Working and Evaluation Cummins, Ch 6; Cournoyer, Ch. 10
Ending Cournoyer

FINAL EXAM May 7 @ 10:30

*covered in lab more than in class

DATES to REMEMBER

March 5 Midterm
May 7 Final Exam
Feb 29 first video due
March 5 Lab Manual due
April 16 Rough Drafts of Papers 1 and 2 due
April 23 Final Drafts due
April 30 final video due
Catalog Description

Continuation of theory and process for generalist social work practice. Builds on content from SOWK 3223, including further development of interviewing, assessment, and recording skills. Includes in-depth study of small group and family dynamics, skills, and techniques in mediation and leadership, evaluation of intervention effectiveness at multiple levels. Prerequisite: SOWK 3223. Concurrent enrollment: SOWK 3231.

Three lecture hours a week. Credit: Three hours.

Detailed Course Description

This course examines Social Work Direct Practice applications with a heavy emphasis on families and groups. Students will explore the history, theories, concepts, values, dynamics, and techniques involved in professional social work relationships. The attainment of basic practice skills with families and groups is expected, as is a thorough understanding of Social Work ethics and values.

Definition of Generalist Social Work Practice

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H.).
Core Competencies and Student Learning Outcomes:

At the completion of this course, successful students will:

1. Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)
   a. Practice personal reflection and self-correction to assure continual professional development
   b. Attend to professional roles and boundaries
   c. Demonstrate professional demeanor in behavior, appearance, and communication
   d. Use supervision and consultation
      (skills demonstration, genogram and family paper, quizzes, exams)

2. Apply social work ethical principles to guide professional practice (EPAS 2.1.2)
   a. Recognize and manage personal values in a way that allows professional values to guide practice
   b. Make ethical decisions by apply standards of the NASW Code of Ethics
   c. Tolerate ambiguity in resolving ethical dilemmas.
   d. Apply strategies of ethical reasoning to arrive at principles decisions
      (skills demonstration, quizzes, exams)

3. Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)
   a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
   b. Analyze models of assessment, prevention, intervention, and evaluation
   c. Demonstrate effective oral and written communication in working with families, groups, and colleagues
      (group observations, genograms and family paper, exams and quizzes)

4. Engage diversity and difference in practice (EPAS 2.1.4)
   a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
   b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
      (skills demonstration, genograms and family paper, exams, quizzes)

5. Engage, assess, intervene, and evaluate with families and groups (EPAS 2.1.0)
   a. Engagement: use empathy and other interpersonal skills
   b. Assessment: collect, organize, and interpret client data
   c. Intervention: initiate actions to achieve goals
   d. Evaluation: critically analyze, monitor, and evaluate interventions
      (skills demonstration, genogram and family paper, quizzes and exams)
Academic Honesty: Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Library’s “Quick Links” under “Research Help”
http://www.twu.edu/library/literacy/index.htm

It is the policy of this instructor to refer all suspected cases of academic dishonesty to Student Life for review and possible sanctions.

Disability Support Policy Statement: If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

IV-E Child Welfare Content: This course includes IV-E Child Welfare training curriculum content offering BSW students specific professional training in the following areas: family assessment skills, working with involuntary families, family conferencing, recognizing and responding to family crises, risk assessment, case planning, case management, gay and lesbian families, shaken baby syndrome, and other topics.

Professional Demeanor Policy: In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstration of respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one’s own behavior; motivation; emotional maturity; originality; etc…
Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers who are employable and who can remain employed.

Statement on Civility: Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

TEXTS


Additional Required Reading


*Journal articles will be posted for group exercises. You are responsible for reading and bring articles on those designated classes.*

STUDENT EVALUATION:

Student grades will be assessed according to the following formula:
- Midterm and Final 200 Points
- Family Paper & Genogram 100 Points
- Outside group observation summaries (2) 200 Points
- Quizzes/In class assignments 100 Points
- Attendance/professionalism 100 Points

**Total Possible: 700 Points**

Grading:

- A = 630 + points
- B = 560 - 629 points
- C = 490 - 559 points
- D = 420 - 489 points
- F = < 419 points

Please note: 10 points per day will be deducted from any assignment turned in late. Assignments are due at the start of class on the due date. No make-up exams are offered.

Requirements:

**SKILLS DEMONSTRATION / GROUP PARTICIPATION**

Students are expected to participate actively in the teaching/learning process by asking questions, and participating in discussions. Students should openly discuss opinions, feelings, and reactions to course topics. The sharing of life experiences is highly valued in this course.

In order for students to achieve the course objectives, the class will depend heavily on the use of methods to include lectures, presentations, class exercises, role plays, and live interview demonstrations, and exchange of ideas. Regular, punctual attendance is expected and will impact grading. Students should be prepared to discuss all readings and complete all assignments.

It is essential that students participate together freely, openly, and supportively in order to help one another develop social work competencies. Students will be practicing and developing helping skills through role-plays, practice exercises, and group simulations. Students will be evaluated not only on the attainment of skills, but on their professionalism and attitude towards skill demonstrations. The practice exercises are intended to provide students with "hands on" experience in a controlled environment. Consistent participation is required.

Student task groups will be convened. Periodically, at the beginning of class, an ethical dilemma
relating to a practice setting will be presented. In a small group format, students will discuss the dilemma, and each small group will submit a recommended course of action to resolve the dilemma, along with a brief explanation of how the group arrived at their decision. Students should refer to the NASW Code of Ethics, the state Code of Ethics for licensed social workers, and the state Standards of Practice, and relevant citations should be identified. All students are expected to contribute to the ethics exercises, and students should bring a copy of each of the Codes to class every day.

Students are expected to engage fully in the groups, and participate constructively in the group process. A schedule, group assignments, and further instructions will be provided at a later date.

As stated above, this course is experiential in nature. One truly learns about human interaction through practice and experience, and this course is designed to provide a comfortable and safe environment for students to gain experience and practice skills in working with families and groups. Therefore, with this in mind, the attendance policy is as follows: The TWU Social Work Department policy on attendance is that four or more absences from class; the student will have to repeat the course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences.

GROUP OBSERVATION AND SUMMARIES:

A requirement of the course is to observe and assess at least two groups outside of class. The other group should be a task group, and could include planning groups, staff meetings, board meetings, work groups, committee meetings or other approved groups. You may not choose a group that you have attended before; the experiences need to be entirely new.

Your purpose in attending the outside groups is to carefully observe the group process and report your observations in the form of an assessment. Please consult with your professor for pre-approval of group visits. You will be provided with an instrument to record your findings. Your report should accurately and completely describe your observations and professional impressions of the groups.

Group Observation One Due Date: October 3, 2011
100 points
Group Observation Two Due Date: November 11, 2011
100 points

GENOGRAM
Students will complete a four generation genogram of their family of origin. A one page summary identifying obvious patterns should accompany the genogram. The student should report any awarenesses gained through the exercise (This will be included in the family paper).

READING ASSIGNMENT QUESTIONS:

A huge factor in your student success is the preparedness and work you do outside of the classroom. To facilitate this process, you will have questions from the chapter that are posted weekly on black board to answer as you read. These questions are offered as a guide to assist you with identifying the main points and themes of the chapters. To assess your reading comprehension, there will be pop quizzes based upon the questions from the chapters.

QUIZZES:

Pop quizzes will be given throughout the semester. They will consist of short answer, multiple choice, or fill in the blank questions and will be taken from weekly reading assignments questions. Each will be worth 5 – 10 points.

100 points

MIDTERM and FINAL EXAM:

Scheduled Date: October 17, 2011
100 points

Scheduled Date: December 7, 2011
100 points

FAMILY PAPER:

The family paper provides you with an opportunity to assess a family that you know very well….your own. There will be no library or field research required for this assignment. You are to assess through criteria (to be discussed in class) and evaluate your family when you were growing up. The paper will total 4-5 pages single spaced maximum (minimum 4 pages). The paper will have one inch margins and 12 point font. The paper will need a cover page in APA format.

Students will also complete and submit a four generation genogram of their family of origin. A one page summary identifying obvious patterns should accompany the genogram. The student should report any awarenesses gained through the development of the genogram. The genogram will be submitted with the family paper

Due Date: November 28, 2011
100 points

Family Paper Grading Criteria:
1) The tone of the paper

The seriousness and thoroughness with which you address the paper is of primary importance. It is suggested that you begin the paper immediately. You should put considerable thought into the assignment and combine concepts learned in class with personal thoughts, feelings, and experiences. It will take considerable emotional energy to look introspectively in any detail, and it may be beneficial to process with others as the assignment progresses. Limited time may be set aside in class to do so. All of the topic areas must be addressed. It will be necessary to read the text on families in order to complete this assignment.

2) The presentation of the paper

This criterion relates to the quality of the presentation in terms of spelling, grammar, punctuation, syntax, organization, etc ... Social Work demands accurate, clear, and professional reporting skills, and students should demonstrate those skills in this assignment. In other words, students should identify and correct all technical writing errors prior to submitting the paper. The topics should be organized clearly and intelligently in a narrative form and subtitles must be used. It is recommended that you have someone else edit your work for clarity and errors. The paper must be typed (double-spaced).

A final note about the paper...

It is not uncommon for assignments similar to this to evoke strong emotional responses. Part of the purpose in making this assignment is to help future social workers master the appropriate use of self with clients. The paper provides you an opportunity to focus on the early part of your life, and may prove beneficial in helping you understand the opportunities and challenges that lie before you as you enter into professional social work.

It is hoped that you can avoid the temptation of focusing exclusively on negative aspects of your early family life, and instead spend considerable time examining how your experiences have and will continue to benefit you. The strengths perspective should be evident in your work.

As students, you are eligible to receive free professional counseling through the TWU Counseling Center. If personal issues surrounding this assignment become overly bothersome or troubling, please contact the counseling center at 940-898-3801 or visit their website at http://www.twu.edu/o-sl/counseling/

Readings

A weekly agenda is provided so that students can prepare for class. Assigned readings should be completed before class.

Agenda
An agenda is provided so that readings may be done prior to class discussions. Guest speakers may be scheduled throughout the semester and will be announced in advance. The instructor reserves the right to modify the schedule, as class needs dictate.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Readings</th>
<th>Activity</th>
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<tr>
<td>8/29</td>
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<td>Introduction/Overview</td>
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<td>8/31</td>
<td>Chapter One and Two</td>
<td>Group Exercise</td>
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<td>9/5</td>
<td>Labor Day – No Class!</td>
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<td>9/21</td>
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<td>9/26</td>
<td>Chapter Three and Four Group - continued</td>
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<td>9/28</td>
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<td>10/5</td>
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<td>10/10</td>
<td>Chapter Five - Family ***Review Posted on blackboard</td>
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<td>10/12</td>
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<td>Chapter Six - Family</td>
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<td>10/24</td>
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<td>10/26</td>
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<td>Chapter 7 – Family cont.</td>
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<td>11/7</td>
<td>Chapter 7 – Family cont.</td>
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<td>Chapter 9 - Family</td>
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<td>Chapter 13-14</td>
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<td>11/21</td>
<td>Chapters 13-14 - Groups</td>
<td>Group Exercise</td>
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<td>11/23</td>
<td>Thanksgiving Holiday</td>
<td>No Class!</td>
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<td>11/28</td>
<td>Mental Health and Families</td>
<td>Lecture</td>
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<td>11/30</td>
<td>Substance Abuse and Families</td>
<td>Lecture</td>
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<td></td>
<td>Family Papers Due</td>
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A Final Note

The skills and concepts that you learn in this class will benefit you for the rest of your life. You may find that this course improves your personal relationships as well as your relationships with clients and colleagues. It is hoped that your tolerance, respect, and appreciation of others continues to grow for the rest of your life. Enjoy people!

Suggested Readings


Texas Woman’s University

College of Arts and Sciences
Department of Sociology and Social Work

SOCIAL WORK 3231
Social Work Practice II Lab
ASB Room 304
Wednesdays at 8 a.m. to 9:20 a.m.

Ruby Bouie, LMSW
Email: ruby@twu.edu
Office: Suite 200 of Old Main Building
Office hours: By appt

Catalog description
Application of social work practice skills with emphasis on assessment of individual and family functioning. Concurrent enrollment: SOWK 3233. Two laboratory hours a week. Credit: one hour.

Course objective
To support the objectives of SOWK 3233 through the use of experiential exercises, group participation, and role play.

Core Competencies and Student Learning Outcomes:

At the completion of this course, successful students will:

Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)
  • Practice personal reflection and self-correction to assure continual professional development
  • Attend to professional roles and boundaries
  • Demonstrate professional demeanor in behavior, appearance, and communication
  • Use supervision and consultation
    (group facilitation and self-critique)

Apply social work ethical principles to guide professional practice (EPAS 2.1.2)
  • Recognize and manage personal values in a way that allows professional values to guide practice
  • Make ethical decisions by apply standards of the NASW Code of Ethics
  • Tolerate ambiguity in resolving ethical dilemmas.
• Apply strategies of ethical reasoning to arrive at principles decisions (self-critique, cultural competency presentation)

Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)

• Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom

• Analyze models of assessment, prevention, intervention, and evaluation

• Demonstrate effective oral and written communication in working with families, groups, and colleagues (group facilitation, self-critique, curriculum development, cultural competence presentation)

Engage diversity and difference in practice (EPAS 2.1.4)

• Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

• Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (curriculum development, cultural competence assignment)

Engage, assess, intervene, and evaluate with families and groups (EPAS 2.1.0)

• Engagement: use empathy and other interpersonal skills

• Assessment: collect, organize, and interpret client data

• Intervention: initiate actions to achieve goals

• Evaluation: critically analyze, monitor, and evaluate interventions (group facilitation, self-critique, curriculum development)

**Definition of Generalist Social Work Practice**

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H. 2011)

**Title IV-E Child Welfare Content**

This course includes Title IV-E Child Welfare Content Training curriculum offering BSW students specific professional training in the following areas: learning how to competently lead a group, understanding the dynamics of power and authority in the group setting, recognizing crisis issues, risk assessment, case planning and management.
Disability Support Services and Accommodation

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

Professional Demeanor

In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstration of respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one’s own behavior; motivation; emotional maturity; originality; etc…

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers who are employable and who can remain employed.

Statement on Civility
Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

**Campus Resources**
Students who have writing difficulties are encouraged to take advantage of the services provided by the Write Site Writing Center located in CFO 131. Their hours of operation are Monday through Friday, 8:00 a.m. – 5:00 p.m. If you need to make an appointment you may call 940-898-2341.

**Methods of Instruction**
SOWK 3231 is the lab course and co-requisite of SOWK 3233. The emphasis in this course is on the acquisition of skills to be utilized in generalist practice with groups and families. Each student will have the opportunity to plan for and facilitate at least one group. Opportunities to participate in small group assignments and role play experiences are designed to encourage understanding of course content as well as to provide opportunities for practical application of concepts and skills.

**Required Readings**

**Grading Formula**
There will be no formal exams in this class. The final course grade will be assigned based on the following: *(Please note: 5 points will be deducted for each day late from assignment due date)*

- Self critique report *(Due following Sunday by 11:59 pm after you lead)* 25 points
- Curriculum 25 points
- Cultural Competency 25 points
- Professional Demeanor/Participation *(see form)* 15 points
- Group observation form *(Due following Sunday by 11:59 pm after you observe)* 10 points

**Self-Critique Report:** Each student will be in charge of preparing for and facilitating at least one group session. The student will also be responsible for completing a two page self-critique of this activity. The self-critique is to be typed and handed in to the instructor the class period following the one in which you facilitate your group. You may write whatever you wish in your self-critique, but it must include the following:

  A. What did you do to prepare for the group?
  B. How you begin the group?
  C. What you did to facilitate sharing or processing?
D. What style of leadership did you exhibit?
E. What were the dynamics like in the group?
F. What went right in this group?
G. What went wrong in this group?
H. What would you do differently if you were to lead this exercise again?

In all written work, proper English (i.e. accurate spelling, grammar, clear sentence structure and coherent paragraphs) is expected. Good quality writing is a skill that will have an effect on your ability to serve clients well. Papers will be graded down for spelling and grammatical errors. Students who have difficulty in these areas are encouraged to utilize the Write Site located in CFO 131.

**Curriculum:** For lab, you are tasked with facilitating either a treatment group or a task group. From the topic list that is posted under course modules tab on black board, you will select a topic from the treatment topics or task topics. Based upon that topic, you create a curriculum for the group you plan to facilitate.

After creating that curriculum, you will submit that curriculum to me in a word document (.doc or .docx) one week prior to scheduled facilitation date. You curriculum should include the topic, content to be covered, and identification of handouts for group (if any). Additionally, the curriculum should identify each stage of the helping relationship.

1. Introductions (engagement and assessment)
2. Problem Identification or Task Identification
3. Intervention
4. Evaluation
5. Termination

You should be prepared to facilitate the group for 45 to 50 minutes. You should be prepared to cover introductions (engagement & assessment), problem identification or task identification, intervention, evaluation, and termination. Hopefully, all of you are aware of the problem solving model from Practice One (this process may have been referenced by "stages of the helping relationship"). Also, assign time limits to each stage. Of course, this is a fluid process. You may not reach all identified milestones or goals. This is not an indication of failure. As long as you are effective, you have achieved your goal. Remember!!!! This is a learning tool. Have fun! Be flexible! Be open minded!

**Group facilitation/participation:** In order for students to achieve the course objectives, the class will depend heavily on the use of discussion and experiential activities. Regular, punctual attendance is expected and will impact grading. Students should be prepared to discuss all readings and complete all assignments. Students should openly discuss opinions, feelings, and reactions to course topics. The sharing of life experiences is highly valued in this course.
It is essential that students participate together freely, openly, and supportively in order to help one another develop social work competencies. Students will be practicing and developing helping skills through role-plays, practice exercises, and group simulations. Students will be evaluated not only on the attainment of skills, but on their professionalism and attitude towards skill demonstrations. The practice exercises are intended to provide students with "hands on" experience in a controlled environment. Consistent participation is required.

Periodically, at the beginning of class, an ethical dilemma relating to a practice setting may be presented. In a small group format, students will discuss the dilemma, and each small group will submit a recommended course of action to resolve the dilemma, along with a brief explanation of how the group arrived at their decision. Students should refer to the NASW Code of Ethics, the state Code of Ethics for licensed social workers, and the state Standards of Practice, and relevant citations should be identified. All students are expected to contribute to the ethics exercises. Student must bring a copy of the NASW Code of Ethics to class weekly. Students are expected to engage fully in the groups, and participate constructively in the group process.

Lab Exercise on Cultural Competence: Your group will spend 15 - 20 minutes teaching and leading discussion and/or activities to help your classmates understand culturally sensitive practice with different cultures. Topics to consider presenting, but not limited to, population estimates in the US, acculturation issues, communication patterns and concepts: Animation/emotion, Directness/indirectness, Eye contact, Gestures, Identity orientation, Turn taking and pause time, time, touch, vocal patterns, space.

A schedule, group assignments, and further instructions will be provided at a later date.

**Guidelines for Presentation**

1. Prevalence
2. Disparities
3. Practice Awareness
   a) Communication patterns
   b) Verbal/non verbal
   c) Direct/indirect
   d) Eye contact
   e) Self-identity orientation
4. Mezzo Techniques
   a) Group Dynamics
5. Effective techniques – what does the literature show?

As stated above, this course is experiential in nature. One truly learns about human interaction through practice and experience, and this course is designed to provide a comfortable and safe environment for students to gain experience and practice skills in working with families and groups.
Therefore, with this in mind, the attendance policy is as follows: **One absence is permitted without penalty. One letter grade will be deducted from the final grade on the second absence and for each additional absence. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences.**

Students will be awarded a grade for skills demonstration/participation, ranging from A to F.

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<td>10/5</td>
<td>Chapter Five - Six</td>
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<tr>
<td>10/12</td>
<td>Groups Meet</td>
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<td>10/19</td>
<td>Groups Meet</td>
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<td>10/26</td>
<td>Groups Meet</td>
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<tr>
<td>11/2</td>
<td>Introduce Cultural Competency</td>
<td>Chapter 15</td>
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<td>Presentation</td>
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<td>11/9</td>
<td>Due Date for all Group Curriculum</td>
<td>Chapter</td>
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<td>All Group Observations and Self</td>
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<td>Critiques due today!!</td>
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<td>11/16</td>
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<td>Chapter 11-12</td>
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<tr>
<td>12/7</td>
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<td>Cultural Competency</td>
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Texas Woman’s University
Social Work Program
Professional Demeanor Student Self-Evaluation

Student Name: ___________________ Date: ____________

1. To the best of my knowledge, I have missed ________ class periods.

2. To the best of my knowledge, I have been late or left early ________ class periods.

3. To the best of knowledge, I have provided appropriate notification/documentation for missed classes and/or late work ________ (yes/no).

4. I read ______% of the assigned readings.

5. I turned in ______ late assignments and/or failed to turn in ______ assignments and/or took _______ exams late.

6. I would rate my level of classroom participation at a __________ (between 1-10. A 1 would indicate that you never or rarely participated in class and a 10 would indicate that you participated in every class or nearly every class).

7. I would rate my classroom behavior at a __________ (between 1-10. A 1 would indicate that you frequently missed class or were late to class, that you frequently or that you were frequently disrespectful toward the professor or other students and a 10 would indicate that you never or rarely missed class or were late to class and that you always demonstrated respect toward the professor and other students).

8. I would rate my writing ability or willingness to participate in remedial programs at a __________ (between 1-10. A 1 would indicate that your writing is below college level writing and refusal to participate in remedial programs and a 10 would indicate that you write with few if any grammatical errors or style errors or that you actively participated in remedial programs and successfully integrated the new information and skills into subsequent course work).

9. If appropriate, I would rate my ability to work in a group and cooperate with others at a __________ (between 1-10. A 1 would indicate that you abandoned the group and did not contribute anything to the group or that you caused conflict that was not readily resolved or failed to hold members accountable for their share of the work resulting in a significant disparity in the work load and a 10 would indicate that you contributed your part to the group project, group conflict was addressed immediately and appropriately, and that you held members accountable for their share of the work – even if this resulted in a less than perfect project).

10. Based on the criteria above, I believe I should receive an overall participation grade of ________ (give a number grade, 1-100). NOTE: An “A” should reflect near perfect attendance, completion of all readings, and active participation in the course.
Texas Woman’s University  
College of Arts and Sciences  
Department of Sociology and Social Work

Linda L. Marshall, Ph.D., LMSW  Office hours: Mon/Wed 1 – 3 and by appt.  
Office: OMB 200 C  Email: LMarshall@mail.twu.edu  
Phone/voice mail: 940-898-2072  Fax: 940-898-2068

SOCIAL WORK 3243  
SOCIAL WORK PRACTICE III

Catalog Description

Social work intervention at multiple levels with emphasis on situations where there is a lack of fit between individuals or groups and organizations or institutions. Builds on content in SOWK 3223 and 3233, skills in data gathering, assessment, planning, report writing, and evaluation. Preparation for generalist social work practice with focus on roles of advocate, evaluator, planner, and consultant. Examines delivery of service for at-risk populations. Prerequisites: SOWK 3231 and 3233. Three lecture hours. Credit: three hours. Co-requisite: SOWK 3241.

Core Competencies and Student Learning Outcomes

Upon successful completion of this course, students will:

1. Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)
   a. Attend to professional roles and boundaries
   b. Demonstrate professional demeanor in behavior, appearance, and communication
   c. Use supervision and consultation
   
   **Macro project, quizzes, exams**

2. Apply social work ethical principles to guide professional practice (EPAS 2.1.2)
   a. Make ethical decisions by apply standards of the NASW Code of Ethics
   b. Apply strategies of ethical reasoning to arrive at principles decisions
   
   **Macro project, quizzes, exams**

3. Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)
   a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
   b. Analyze models of assessment, prevention, intervention, and evaluation
   c. Demonstrate effective oral and written communication in working with families, groups, and colleagues
   
   **Macro project, oral presentation, quizzes, exams**

4. Engage diversity and difference in practice (EPAS 2.1.4)
   a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

75
b. Recognize and communicate their understanding of the importance of shaping life experiences.

c. View themselves as learners and engage those with whom they work as informants

Macro project, quizzes, exams

5. Advance human rights and social and economic justice (EPAS 2.1.5)
   a. Understand the forms and mechanisms of oppression and discrimination
   b. Advocate for human rights and social and economic justice
   c. Engage in practices that advance social and economic justice

Macro project, quizzes, exams

6. Engage in research-informed practice and practice-informed research (EPAS 2.1.6)
   a. Use research evidence to inform practice

Macro project

7. Apply knowledge of human behavior and the social environment (EPAS 2.1.7)
   a. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
   b. Critique and apply knowledge to understand person and environment

Macro project, oral presentations, quizzes, exams

8. Engage, assess, intervene, and evaluate with families and groups (EPAS 2.1.0 a-d)
   a. Engagement:
      i. Substantively and affectively prepare for action with organizations and communities
      ii. Use empathy and other interpersonal skills
      iii. Develop a mutually agreed-on focus of work and desired outcomes
   b. Assessment:
      i. Collect, organize, and interpret client data
      ii. Assess client strengths and limitations
      iii. Develop mutually agreed-on intervention goals and objectives
      iv. Select appropriate intervention strategies
   c. Intervention:
      i. Initiate actions to achieve organizational goals
      ii. Implement prevention interventions that enhance client capacities
      iii. Help clients resolve problems
      iv. Negotiate, mediate, and advocate for clients
      v. Facilitate transitions and endings
   d. Evaluation:
      i. Critically analyze, monitor, and evaluate interventions

Macro project, oral presentations, quizzes, exams

Course Objectives
At the successful completion of this course, students will be able to:

- Identify and distinguish among social work values and ethics, particularly the pursuit of social and economic justice, and their implications for planned change at the macro level of social work intervention.

- Identify and describe issues of diversity and how they relate to practitioners and clients at the macro level of community intervention.

- Identify and distinguish among various methods of needs assessment at the community level.

- Identify at-risk populations and describe the fit between the needs of at-risk populations and the organizations and institutions which purport to deliver services to such populations.

- Identify and describe some forms and mechanisms of oppression and discrimination and strategies of advocacy and social change that advance social and economic justice.

* Generalist social work practice is defined as follows:

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H. 2011).

Texts


Required Assignments

1. **Macro project:** The two courses SOWK 3243 and 3241 are separate but interrelated. They must be taken together and the content from SOWK 3243 guides the project that is done in SOWK 3241. There are six assignments which make up the macro social work project in the Lab portion of this course; please see the syllabus for SOWK 3241, Social
**Work Practice III Lab**, for guidelines on the project, including due dates of assignments. The six assignments for the Lab are averaged into one grade for the Lab course, SOWK 3241, and this average also counts one-fifth of the course grade for SOWK 3243.

2. **Ten quizzes on assigned readings.** See schedule for dates.

3. **Oral presentation.** For the last three chapters of the text, students will present the material in short 5-10 minute presentations. These presentations will be informal and will not be graded, but each student must make a presentation to pass the course.

**Examinations**

There will be three examinations that cover material from text readings, supplemental readings, guest speakers, videos, and class lectures. Exams will consist of objective and short essay questions. Essay questions will be graded not only on their content but also on the quality and organization of the written response. I will provide a detailed review sheet prior to each exam to assist you in studying. If you miss a guest speaker or video, you will need to get notes from someone else in class – no make-ups for speakers or videos.

I will present material in class that is not in your reading. Likewise, there will be material in your reading that is not discussed in class – it is all fair game for exams. You are responsible for obtaining material presented in class if you are absent. Therefore, I suggest you make two contacts in class now:

Name: ___________________________ Phone/Email: ___________________________

Name: ___________________________ Phone/Email: ___________________________

**Grading**

The final grade for the class is determined by combining the ten weekly quizzes, the three exam grades and the AVERAGE of the 6 Lab project grades. The oral presentation and class participation activities will also count toward the final grade, in terms of whether these activities were completed.

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<td>1st Exam</td>
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<td>Final Exam</td>
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<td>10 Weekly quizzes</td>
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<td>Average of Lab project assignment grades</td>
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<td>Total</td>
<td>500 points</td>
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500 – 450 = A  399 – 350 = C  299 and below = F
449 – 400 = B  349 – 300 = D

**Course Policies**

Class attendance, punctuality, classroom demeanor, and class participation are expectations of all students. Consequently, these expectations directly affect grades in this course.

**Attendance/Punctuality:** *It is a class requirement to attend every class session.*

Attendance is recorded on sign-in sheets every class session. You will be counted absent if you leave at any time during the class period, unless you become seriously ill. Three absences during the semester are allowed, but beyond that, you will have to drop the class, no matter what the reasons are for your absences. This is not meant to be punitive, but to reflect the fact that you cannot gain the requisite knowledge and exposure to the topic if you are absent four times or more.

To be explicit: a fourth absence will necessitate your dropping the course because you cannot pass the course at that point.

Arriving on time is also required. In addition, this is not a “come and go” environment. Leaving class should only occur under dire circumstances. If you have an extremely unavoidable reason to request leaving class early, please discuss with me beforehand. If an emergency situation arises during class that requires you to leave early, please talk to me or email me afterwards as soon as possible.

Do NOT, under any circumstances, expect to walk in and out of class and be allowed to continue in this course.

**Any student who misses four class periods will be required to repeat the course.**

**Written Assignments:** Due dates are firm. If you turn in an assignment late, it will be accepted but will receive a 10-point reduction for each day it is late.

**Plagiarism & Academic Dishonesty:** Neither of these will be tolerated and the penalties for engaging in them will be costly. I take cheating and plagiarism very seriously. Use your own words and avoid, at all costs, plagiarizing the work of others, including Internet sources. Plagiarism can result in failing the class and even expulsion from the University. Any form of cheating, on exams or written work, can result in the same.

**Exams:** Exams will be taken on schedule with make-up exams given ONLY for a documented emergency. Do not expect to pass the course if you miss scheduled exams.
Withdrawals & Incompletes: The last day to drop a class during the Spring, 2012 semester is April 5. If you are questioning whether you should drop this course, please contact me first so we can discuss it. A grade of “incomplete” can only be given in cases of extreme and documented emergencies and it must be applied for through an official University form that requires several levels of approval, starting with me. It is very seldom that a grade of “incomplete” is given in Social Work classes.

Electronic devices: Please turn off any and all electronic devices at the beginning of class. If you have children and are concerned about being contacted regarding them, put your phone on vibrate. I don’t allow laptop computers, iPods, notebooks, or tablets of any kind in my class unless there is a learning disability (documented through the Office of Disability Support Services); if that is the case, you must discuss this with me and sit at the back of the class to use one.

*** Anyone who talks, texts or surfs the net on his or her phone will be asked to leave the class, either temporarily or permanently. The penalties for using a cell phone in any manner whatsoever will be dire. Don’t even think about it.

Classroom demeanor: All students are expected to come to class prepared by having read the assigned readings, to participate thoughtfully in class discussions, to treat fellow students and the professor with respect and courtesy, and to conduct themselves as mature adults. Please consider the classroom as a formal setting in which we all behave in ways that are conducive to learning and growth.

Instructional Techniques

Primary methods of classroom instruction will be through lecture, class discussion, guest speakers, and videos.

Extra Credit

Extra credit may be earned by attending local NASW meetings (2 pts.), joining NASW (5 pts.), attending social work conferences (5 pts.), or attending specified University events as they are scheduled and announced during the semester (2 pts.), up to a maximum total of 10 points. Please document your attendance or membership and submit documentation at the end of the semester. I cannot grant extra credit without documentation from you.

Professional Demeanor

In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or
documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstrating respect for and appropriate interaction with professors, instructors, and supervisors; appropriate behavior in the classroom, meetings, and/or field; writing ability; neatness in material presented; behavior (including academic honesty); assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one’s own behavior; motivation; emotional maturity; originality; etc.

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and (in the field) field instructors, co-workers, and clients; written work; telephone conversations; emails; language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students’ professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students’ professional behavior is to help them be better professional social workers who are employable and who can remain employed.

Last but not least: Achieving a good balance between an enjoyable learning experience and a focused, productive classroom environment is not easy, but I strive for that in my teaching. I extend a sincere invitation to students to join me in this endeavor by holding high expectations for yourselves and the class and by engaging your intellectual abilities in a fully committed manner.

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<th>DISABILITY SUPPORT SERVICES</th>
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<td>If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, <a href="mailto:dss@twu.edu">dss@twu.edu</a>) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.</td>
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<th>ACADEMIC DISHONESTY STATEMENT</th>
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<td>Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases</td>
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in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries’ “Quick Links” under “Research Help” (http://www.twu.edu/library/literacy/index.htm).

RELIGIOUS ACCOMMODATION POLICY

In accordance with section 51.911, Texas Education Code, Texas Woman’s University allows a student who is absent from class for the observance of a religious/holy day to take an examination or complete an assignment scheduled for that day within a reasonable amount of time after the absence. By the 15th day of the semester, the student must notify the instruction of each class that the student will be absent.

UNITS OF CONTENT

UNIT I: Values and Historical Perspectives

Introductions to Macro Practice in Social Work

Topics: Macro Practice. The knowledge and value base of macro practice. Models and case examples of macro practice. Roles of professionals at macro-level intervention.

A. Objectives:
   1. To reinforce professional knowledge and values of generalist practice.
   2. To consider the roles of professional workers may take in developing and providing services to at-risk populations.
   3. To introduce students to basic models of intervention at levels of practice beyond direct services to clients.
   4. To consider the fit of various roles for professionals in different modes of intervention.
   5. To operationalize the concept of at-risk populations to be used by the class for their project work this semester.
   6. To demonstrate knowledge of and skill to utilize secondary sources of information.

B. Readings:
   Text: Chapter 1.

C. Activities:
   1. Discuss and review social work professional values and relate them to practice at the macro level.
   2. Discuss likely roles of social workers for indirect practice.
   3. Discuss the need for an understanding of diversity among macro practitioners.
   4. Discuss basic models for intervention beyond direct practice.
5. List models for practice and have students identify various role expectations for social workers in each model.

**Historical Roots of Macro Practice**

Topics: The emergence of social work with emphasis on community organization and social reform. Defining social problems from social conditions. Oppressed populations.

A. Objectives:
   1. To examine the development of the profession of social work with an emphasis on macro practice.
   2. To consider social problems and their definition as factors in social policy and service delivery.
   3. To examine social problems, their definition and resulting policies in terms of their effect on (and control of) vulnerable populations.
   4. To examine the role of the macro practitioner in addressing issues of social and economic justice.

B. Readings:
   Text: Chapter 2.

C. Activities:
   1. Review theoretical models for defining social problems.
   2. Identify the relationship between existing social policies, service deliveries, and likely models used in defining the underlying social problem affecting at-risk populations.
   3. Identify populations which may be at risk for a problematic condition or excluded from service delivery due to specific policies resulting from a particular definition of a social problem. Examples and scenarios provided by the instructor.

**UNIT II: Understanding Problems and Populations**

Topics: This chapter sets the stage for the macro-level intervention students are preparing for in their project groups. Guidelines for planning a change project, gathering information, conducting literature reviews, and examining underlying causes are presented. Identifying target populations and understanding populations, as well as developing working hypotheses of etiology are also emphasized.

A. Objectives:
   1. To examine the role of the social worker in macro practice.
   2. To describe the social worker’s planned entry into macro-level change efforts.
   3. To learn essential guidelines for planning macro change by examining problems and opportunities that exist, gathering information, reviewing literature, and focusing on factors that explain underlying causes of problems.
   4. To become familiar with means of identifying target populations and understanding such populations.
5. To learn how to develop working hypotheses of etiology concerning both problems and populations.

B. Readings:
   Text: Chapters 3 and 4.

C. Activities:
   1. Students will present each of the tasks identified in these two chapters as a means of clarifying their project goals and objectives, the at-risk populations they have chosen, and the direction they wish to take with their project assignments.

UNIT III: Communities as Arenas of Change

A. Objectives:
   1. To enable students to define what is meant by community and to examine a variety of such definitions.
   2. To acquaint students with the concept of community structure.
   3. To examine what are generally considered community functions.
   4. To utilize the concepts of community structure and function to understand community systems theory.
   5. To examine concepts and knowledge associated with human behavior theories as they apply to community; theories focused on power, politics, and change; and contemporary perspectives of community.
   6. To introduce the major models of community practice and to emphasize the notion of community strengths.

B. Readings:
   Text: Chapters 5 and 6.

C. Activities:
   1. Class lecture and discussion about relevant content from chapters on community.
   2. Introduction of Rothman’s original three community practice models and an expansion of this to include to Weil and Gamble’s overview of eight basic models of community practice.
   3. Explanation of theory development in community organization with an emphasis on the strengths perspective as an integrated element.
UNIT IV: Organizations as Arenas of Change

A. Objectives:
1. To introduce theoretical concepts of organizational structure and functions followed by an application of the concept of power as a concern for the generalist worker.
2. To foster an understanding of a systems perspective on organizations.
3. To learn about the purpose, structure, procedures, and goals of a human service organization and their relationship to governing boards.
4. To consider the determination of the power structure as a primary step in the assessment and change process within organizations.
5. To examine the issues of budgeting and financial management within human service organizations.

B. Readings:
Text: Chapters 7 and 8.

C. Activities:
1. As a class, identify and analyze the power structure significant to the identified at-risk population in Assignment 1 of the macro project.
2. Attend at least one formal decision-making meeting regarding the at-risk population identified in Assignment 1; that is, a board meeting or some kind of organizational decision-making meeting. Identify sources of power in this meeting or within the group of decision-makers. Determine each board member’s source of power and vested interest.
3. Guest lecturer: Working with boards and managing a non-profit organization.
4. Instructor’s example: discussion of purpose, structure, procedures, and goals of a community social service agency serving women victims of violence.

UNIT V: Changing Macro Systems
Topics: Parallels of assessing needs at micro-, mezzo-, and macro-levels. Assessing needs of the at-risk populations, the organization, and/or macro systems. Assessment and evaluation: integral steps in planning, delivering, and evaluating services.

A. Objectives:
1. To increase the understanding of the significance of environmental influences on members of at-risk populations.
2. To foster the development of assessment skills at the macro level.
3. To demonstrate the acquisition of skills necessary for assessing organizations, agencies, and communities in the environment of at-risk populations.
4. To assist students in distinguishing among strategies and tactics in planning macro-level change interventions.
5. To enable students to set goals and objectives, as well as standards of evaluation, for macro-level interventions.
6. To acquaint students with activities which may be used to intervene on behalf of at-risk populations.
7. To make students aware of the responsibilities, risks, and satisfactions of intervention at macro levels.
8. To foster an understanding of accessing external resources which may be tapped in initiating change for or delivering services to the at-risk population.
9. To deepen students understanding of ethical issues facing macro practitioners.
10. To acquaint students with the concept of program and service evaluation.

B. Readings:
   Text: Chapters 9, 10, and 11.

C. Activities:
1. Classroom discussion on components of assessment, intervention, and evaluation and student presentations on specific tasks profiled in chapters.
2. Guest speaker on the political process of change OR on managing a non-profit organization.
3. Student presentations on Chapters 9, 10, and 11.
Texas Woman’s University  
College of Arts and Sciences  
Department of Sociology and Social Work

Linda L. Marshall, Ph.D., LMSW  
Office hours: Mon/Wed 1 -3  
Office: OMB 200 C  
Phone/voice mail: 940-898-2072  
Fax: 940-898-2068  
Email: LMarshall@mail.twu.edu

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it’s the only thing that ever does.”  
Margaret Mead

SOCIAL WORK 3241  
SOCIAL WORK PRACTICE III LAB

Catalog Description
Application of social work practice skills with emphasis on assessment of community needs and resources. Concurrent enrollment with SOWK 3243. Two laboratory hours a week.

Core Competencies and Student Learning Outcomes
Upon successful completion of this course, students will:

1. Identify as a professional social worker and conduct oneself accordingly (EPAS 2.1.1)  
   a. Attend to professional roles and boundaries  
   b. Demonstrate professional demeanor in behavior, appearance, and communication  
   c. Use supervision and consultation

   **Macro project**

2. Apply social work ethical principles to guide professional practice (EPAS 2.1.2)  
   a. Make ethical decisions by apply standards of the NASW Code of Ethics  
   b. Apply strategies of ethical reasoning to arrive at principles decisions

   **Macro project**

3. Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)  
   a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom  
   b. Analyze models of assessment, prevention, intervention, and evaluation  
   c. Demonstrate effective oral and written communication in working with families, groups, and colleagues

   **Macro project**

4. Engage diversity and difference in practice (EPAS 2.1.4)  
   a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
b. Recognize and communicate their understanding of the importance of shaping life experiences.
c. View themselves as learners and engage those with whom they work as informants

Macro project

5. Advance human rights and social and economic justice (EPAS 2.1.5)
   a. Understand the forms and mechanisms of oppression and discrimination
   b. Advocate for human rights and social and economic justice
   c. Engage in practices that advance social and economic justice

Macro project

6. Engage in research-informed practice and practice-informed research (EPAS 2.1.6)
   a. Use research evidence to inform practice

Macro project

7. Apply knowledge of human behavior and the social environment (EPAS 2.1.7)
   a. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
   b. Critique and apply knowledge to understand person and environment

Macro project

8. Engage, assess, intervene, and evaluate with families and groups (EPAS 2.1.0 a-d)
   a. Engagement:
      i. Substantively and affectively prepare for action with organizations and communities
      ii. Use empathy and other interpersonal skills
      iii. Develop a mutually agreed-on focus of work and desired outcomes
   b. Assessment:
      i. Collect, organize, and interpret client data
      ii. Assess client strengths and limitations
      iii. Develop mutually agreed-on intervention goals and objectives
      iv. Select appropriate intervention strategies
   c. Intervention:
      i. Initiate actions to achieve organizational goals
      ii. Implement prevention interventions that enhance client capacities
      iii. Help clients resolve problems
      iv. Negotiate, mediate, and advocate for clients
      v. Facilitate transitions and endings
   d. Evaluation:
      i. Critically analyze, monitor, and evaluate interventions

Macro project

Course Objectives

At the successful completion of this course, students will be able to:
• Identify and distinguish among social work values and ethics, particularly the pursuit of social and economic justice, and their implications for planned change at the macro level of social work intervention.

• Identify and describe issues of diversity and how they relate to practitioners and clients at the macro level of community intervention.

• Identify and distinguish among various methods of needs assessment at the community level.

• Identify at-risk populations and describe the fit between the needs of at-risk populations and the organizations and institutions which purport to deliver serves to such populations.

• Identify and describe some forms and mechanisms of oppression and discrimination and strategies of advocacy and social change that advance social and economic justice.

Required Assignments

The purpose of these required assignments is to provide students with opportunities to demonstrate the achievement of course objectives and acquisition of requisite skills for intervention at the mezzo- and macro-levels. Task groups will be selected during the first week of classes and each group will have an opportunity to experience an intervention beyond the micro-level of practice.

Grades for each of the assignments below are earned as a group. Please turn in TWO copies of each assignment. Each assignment should be typewritten without typographical or grammatical errors. Proofread before turning in assignments! Students in each group are responsible for appointing a leader(s) and deciding on the division of labor among members. Due dates (except for Assignment 2) are firm. No exceptions. 10-point reduction for each late day.

Keep in mind that a professional demeanor is required at all times when students are in contact with individuals or groups in the community. This professional demeanor must also be extended to your fellow group members. Remember, the ability to work out problems of participation within the group is a major part of the course requirement. If a situation reaches an extreme level, then do speak with me about it, but do so as a last resort. I expect each of you to contribute fully, to pull your own weight within the group, and to be respectful and cooperative with group members. The professionalism with which you approach each other and community members will be reflected in the quality of your work and, subsequently, your grade.
Remember, you are being assessed by the Social Work faculty for your readiness for Field Placement the following semester.

As your last practice course in the Social Work sequence, Practice III is the time for every student to pull together her knowledge, skills, and values to demonstrate readiness for field placement and, before long, professional social work practice. NOW is the time to commit to extending your maturity, judgment, and professional identity.

Your final grade is an average of the six lab assignments outlined below.

MACRO – LEVEL PROJECT ASSIGNMENTS


Each group will identify an at-risk population that will be the focus of their work during the semester. Generally, task groups work with either a) an existing social service agency in the community that has a project or idea in mind for the group; or b) on their own, usually investigating a gap in some community service, gathering information, and making a preliminary plan to address that gap in service. If your group is working with an existing agency, the group should make direct contact with the agency or group ASAP to clarify the purpose of the assignment and to receive sanction/permission. **I will provide you a letter of introduction on TWU letterhead for you to use when contacting an agency or organization.**

This assignment should include the following:

1. **Definition of the specific social problem** being addressed;

2. **Designation of the at-risk population** being addressed;

3. **Review of literature.** FOUR articles from reputable academic journals pertinent to your focus, cited **EXACTLY according to APA style,** each article summarized, and a few words about how the article is helpful to you in formulating your project. You may NOT use books, book reviews, internet articles, etc. These articles must be from ACADEMIC JOURNALS only. I recommend these journals:
   - Social Work
   - Social Service Review
   - Nonprofit Management & Leadership
   - Journal of Community Practice
   - Journal of Voluntary Action Research
   - Journal of Social Work Practice
   - Nonprofit & Voluntary Sector Quarterly
   - Journal of Applied Sociology
PLEASE HAND IN A COPY OF EACH ARTICLE WITH YOUR ASSIGNMENT.

NOTE: You do not have to summarize the articles in the same way that you may have learned in Social Research. Just provide several paragraphs (depending on the length of the article) summarizing what the article is about. You do not need to re-cite the authors of the article in the body of your summary. Cite the article and authors (APA) at the beginning and then provide a good summary of the article. Refer to the course packet for guidance on APA or refer to http://owl.english.purdue.edu

4. Preliminary assessment of the at-risk population in terms of your project;

5. Identification of possible targets of change. This refers to the group, organization, or segment of the community that your group aims to change in order to benefit the identified population at risk – this may or may NOT be the same as the at-risk population!

Use the five subheadings above, bold and underlined, and flush to the left.

This assignment requires an in-person contact with a member of the organization who has a leadership role, if the group is working with an organization on this project. A written report of the above five sections will set the stage for your macro project. Please label each section as an underlined subheading. This assignment is your preliminary blueprint for action during the semester.

DUE DATE: Wednesday, March 7

Assignment 2: Determining the Power Structure

Once the at-risk population is identified, group members are to determine the power structure (both formal and informal) of the agency or group they will be working with to bring about changes for the at-risk population. Each group must send representatives to attend at least one formal decision-making meeting of the group providing services to the at-risk population, such as a board of directors meetings, a City Council meeting, a task force committee meeting – whatever is appropriate to the project.

Identify the members at this meeting, their responsibilities, the structure of the board (or committee, etc.), members’ authority, role, and/or expertise, and exercise of formal and informal power that takes place at the meeting you attend. This assignment should link your project with the power structure involved. In other words, how does this body affect the attainment of your project goals? Describe in some detail the meeting you attend. Be sure that at least two members of your group attend the same meeting. Take careful notes of what goes on at the meeting and your impressions, and include these impressions in the written product for this assignment.
Assignment 3: Needs Assessment

Identify, assess, and prioritize the most pressing needs of this population, within the framework of your group project. The needs should be stated as preliminary goals and objectives of the macro project. Be sure to be clear on the difference between goals and objectives as the first step in this assignment!!

This written assignment should reflect both the process utilized in the needs assessment and the results. In other words, explain HOW and WHY the group chose the goals and objectives it did, in addition to what the goals and objectives ARE. This assignment is the description of what the group actually INTENDS TO DO on behalf of the needs of the chosen population for the semester project.

Format the paper this way: List and number each goal. Under each goal, bullet several objectives that spell out how you will accomplish each goal. Usually, groups have 1-2 major goals and 4-5 objectives for each goal.

In addition to specifying what you intend to do for the project, indicate how you will evaluate your project, once it is done. What kind of feedback can you obtain? From whom? How will you get the feedback? Every project must include some form of feedback/evaluation that can tell you whether you were effective or not. Think about this aspect of the project now, at the assessment stage, and state how you will measure the attainment of your goals and objectives. (you will provide the actual feedback in Assignment #4.)

Be thorough in your description of how and why you arrived at your assessment and your preliminary plan of action. Do not include what you actually DO in terms of the project - - that belongs in the next assignment. Here, you simply lay out your PLAN for the project, in the form described above.

DUE DATE: Wednesday, April 11

Assignment 4: Intervention Activities (OR Recommendations for a Strategy of Change)

Provide a step-by-step description of your community project. This assignment is a continuation of Assignment 3, with an emphasis on the actual implementation of what you assessed in Assignment 3. In this assignment, for each goal and objective, identify who took on which responsibilities in achieving specific results. What exactly was done, by whom, and when, to achieve each goal? Also include here how the group evaluated the effectiveness of the proposed strategy for change.
NOTE: This assignment can be very flexible, depending upon what your group is actually doing. In some cases, this assignment will be simply a set of recommendations for a change project (which another group could implement another semester). Or, in most cases, the group may actually DO the interventions or change processes. I will work with each group on how best to demonstrate your work on the project in this assignment. However the group ends up working on this assignment, this report should reflect a detailed account of what the actual intervention consisted of OR a detailed account of what the recommendations for change are.

DUE DATE: Wednesday, April 25

Assignment 5: Letters to Potential Funding Sources

Approach at least three potential funding sources with a letter of inquiry relevant to the group’s proposed intervention. These letters may or may not be actually sent, depending upon the project, but should reflect a quality of writing and composition that could actually be mailed to funding sources.

Think about what kind of resources/funding/support your project needs and where you might be able to receive assistance in the community. (For example, some groups have done workshops with high school students and have requested a donation of pizza for the workshops, as a way to induce attendance by the teenagers). Be creative! A big part of doing macro-level work is getting the community involved in various activities AND getting people to donate to these activities. Requests for monetary funding or donations of food, door prizes, printing, transportation, etc. are all examples from previous group projects.

Hand in a LIST of at least three possible funding sources and a brief NOTE about where you found the name of the source and why you chose it as a possible funding source. Then, include a letter to each of the three funding sources you have chosen, describing your project, your need, and a request for funding.

If you don't know how to write a formal business letter, you MUST look up online the proper format for such letters. One source: [http://owl.english.purdue.edu/owl/resource/653/01/](http://owl.english.purdue.edu/owl/resource/653/01/)

I can supply you with TWU Social Work Program letterhead, if you are actually sending the letters to potential funders. The letters should all be different from one another (although they will be similar), specifically focused on each funding source.

DUE DATE: Wednesday, May 2

Assignment 6: Media Press Release OR Grant Proposal
For some groups, a grant proposal is the actual focus of the macro project and this assignment is the culmination of their efforts during the semester. For most groups, this assignment takes the form of a media press release that publicizes the project they completed, as described in Assignment 4. Use the format provided in your course packet for the media release.

Each group MUST provide their press release to the TWU student newspaper, The Lasso, and receive some form of proof that this occurred prior to the final semester deadline for publication, such as a signed statement or email from The Lasso editor. There is no guarantee that they will actually print your release, but this assignment requires that you submit it for possible publication. You may also submit the press release to a local newspaper in the appropriate town or city where the project took place. Volunteer to have a photo of the group taken by The Lasso or other media outlet or provide them with one that the group takes during the project.

IMPORTANT: Even though this assignment is due at the end of the semester, submit it early enough to The Lasso for it to be published before their last issue. Do not wait too long or you will not be included. It is the group’s responsibility to learn the deadline of The Lasso and any other news outlet you choose.

DUE DATE: Wednesday, May 2

IN ADDITION: You must also complete the Professional Demeanor/Self Evaluation form for the class and the lab and the Group Critique form for the community project. Both forms are on Blackboard. These need to be submitted by the final exam. If you do not turn these in, I cannot assign a grade.

The grade on each written assignment will be based on the content, quality, and organization of the written report. Each task group is responsible for as equal a distribution of work as possible among the students. Each student will receive the same grade as fellow group members on each assignment, so it is in everyone’s interest to contribute fully to the overall quality of assignments. Every member of the group should read over the written work before it is handed in, since all are responsible for it.

I will meet with each group periodically throughout the semester to discuss your topic, population, the direction in which you are heading, and possible suggestions for how to adapt your goals and objectives to the assignments. I do understand that every project is unique and subject to certain restraints and opportunities. I am open to discussing ways to flex the assignments to meet each group’s individual circumstances, with the mutual understanding that each group should strive to maximize the learning opportunities, in each assignment, with whatever project they are working. Let’s work together in a spirit of truly learning AND making a positive impact on the community in the process of completing these projects.
Again, each assignment must be typed and in perfect form. Include a **cover page** with this information:

- Assignment #
- Names of each group member
- Name of course
- Date

**TWO copies of each assignment should be turned in by each group;** one will be returned to the group, the other (no grades indicated) will be kept on file in the Social Work Program office for future Practice III students to view.

Expect to feel a little bit at “loose ends” during the beginning of the semester. As senior-level social work students, you are dealing with a situation that is quite common the real world: there is no one to say “do A, B, C” and give you a set of tailor-made directions. Allow yourselves to experience, in the beginning, the ambiguity and uncertainty of social work practice in the real world. Then, make your decisions and begin forging ahead…your project WILL begin to fall into place. Again, I will be available to help in any way that I can.

One last note: as you can see, the first assignment is not due until fairly well into the semester. This is because the first assignment requires more time in selecting a project, contacting community liaisons, making group decisions, etc. than do the other assignments. The other assignments build on the kinds of investigation, planning, and group discussion you do in the initial stages. DO be careful to keep up a **steady pace** for the remaining assignments so that you don’t get behind – the next due dates after the first one come very quickly during the semester. Good luck and remember to have fun while you’re at it!
SOWK 3053
Social Research
Texas Woman's University Department of
Sociology and Social Work Spring 2012
SOWK/SOCI 3053: Social Research

Faculty Contact Information:
Instructor: Ruby Bouie
Office: Department of Social Work, OMB 200B
Phone: 214.399.6286
E-mail: ruby@twu.edu
Office Hours: By appointment

Catalog Description: SOWK/SOCI 3053. Social Research. Introduction to research in the social sciences and practice fields. Emphasizes the decision making involved in planning and executing a study. Gives practice in all stages of the research process. Students are expected to plan and carry out a group or individual research project. Credit: 3 hours

Definition of Generalist Practice: Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H. 2011).

Core Competencies and Student Learning Outcomes: Upon successful completion of this course, students should be able to:

1. Apply social work ethical principles to guide professional practice (EPAS 2.1.2)
   a. Make ethical decisions by applying standards of the NASW Code of Ethics
   b. Apply strategies of ethical reasoning to arrive at principled decisions
      (class discussions, exams, research proposal, article analyses)

2. Apply critical thinking to inform and communicate professional judgments (EPAS 2.1.3)
   a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
   b. Analyze models of assessment, prevention, intervention, and evaluation
c. Demonstrate effective oral and written communication
   (class discussions, research proposal, article analyses)

3. Advance human rights and social and economic justice (EPAS 2.1.5)
   a. Engage in practices that advance social and economic justice
      (research proposal, article analyses)

4. Engage in research-informed practice and practice-informed research (EPAS 2.1.6)
   a. Use practice experience to inform scientific inquiry
   b. Use research evidence to inform practice
      (research proposal, article analyses, exams)

This course relates to and advances the program objectives by providing students the opportunity to
participate in developing quantitative and qualitative research knowledge and skills to conduct research
investigations related to human behavior, and social work practice and policy. Students learn to perform
research studies and to critically analyze literature, and the implication and application of study results to
generalist social work practice.

Additionally, upon successful completion of this course, students will be able to:
1. Identify elements of an evidence-based practice model, the research process and social work research
   methods with application to the process of evidence-based practice and evaluation of social work practice
   and programs.
2. Utilize and critically examine existing literature with emphasis on issues regarding cultural diversity,
gender, sexual orientation, and sensitive topics (i.e., social and economic justice, oppression, and
populations at risk).
3. Apply relevant social, cultural, economic and other diversity factors in the selection of topics, the
   methods employed, the nature of analysis, and the conclusions drawn in the research endeavor.
4. Describe scientific methods to issues of concern for social workers, including how to formulate
   meaningful research questions, select appropriate research designs, develop and employ basic methods of
   data collection and conduct quantitative and qualitative analysis.
5. Interpret empirical studies as a knowledge base to support professional interventions and decisions for
   the enhancement of client well-being.
6. Interpret statistical concepts and present results as they apply to social work.

University Policies

Disability Support Policy Statement: If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the
required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

**Academic Integrity:** Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, fabrication or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. The TWU library link, “Avoiding Plagiarism,” will aid students in completing their assignments with integrity.

In an effort to ensure the integrity of the academic process, Texas Woman’s University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman’s University may now use a tool called Turnitin to compare a student’s work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

Some of the required assignments in this course may be checked for plagiarism using Turnitin.com.

**Class Policies**

*Attendance:* Attendance is required, expected, and recorded. The TWU Social Work Department policy on attendance is that four or more absences from class; the student will have to repeat the course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences. Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

*Professional Demeanor:* In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstration of respect for and appropriate interaction with professors,
instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one’s own behavior; motivation; emotional maturity; originality; etc…

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers who are employable and who can remain employed.

Statement on Civility: Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Class Participation</td>
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<td>Research Proposal</td>
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<tr>
<td>Assignment 2</td>
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<td>Assignment 3</td>
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<td>Final Proposal</td>
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<td>Total Assignment</td>
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<td>Quizzes (20 total)</td>
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<td>Midterm</td>
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<td>Final</td>
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<td>Article Critiques (10@10 points)</td>
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<td>Total possible points</td>
<td>800</td>
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If you earn 90% or higher of the total points, you will earn an A. If you earn between 80-89% you will earn a B, and so on.

**Agenda**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1/18</td>
<td>Syllabus</td>
<td>Introduction/Overview</td>
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<tr>
<td>1/23</td>
<td>Assignments/Policy Paper</td>
<td>Assignments</td>
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<td>1/25</td>
<td>Chapter One</td>
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<td>3/27</td>
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<td>Final Exam</td>
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Assignment 1: Article Analyses
Worth 100 points

Literature Analysis

The purpose of this section is to review the literature that is related to your proposed study. Social scientists conduct a literature review to demonstrate where their study fits in the context of previous literature and to help make the case for the importance of their study. There are many ways in which to approach the actual search. One easy way is to identify your dependent variable (in the following examples, attitude toward interracial marriage is the dependent variable) and conduct your search on that concept (“interracial marriage” and “attitudes toward interracial marriage”). Choosing articles for inclusion could be based upon identifying gaps in the research (i.e. “None of the following studies examined the possible relationship between religious affiliation and attitude toward interracial marriage.”), or to replicate a study using a different data base or sample (“Most of the existing research on attitudes toward interracial dating has been based on the small, private college undergraduates in the east. This study seeks to examine the attitudes of students located in a large Mid-west public/state university.”) or to weigh in on a debate (“Much of the existing research has focused on the impact of age or race but very little research has been conducted on the impact of religious affiliation.”), etc. Summarize at least 5 articles according to following format. Please limit this section to 5 or 6 pages. Be certain to appropriately use citations!!

The Research Problem – In this section, you describe WHAT the researcher was attempting to find out and, specifically, what the research questions or hypotheses are. For example, “This study was aimed at finding out what college students” attitudes toward interracial marriage are. Specifically, the research questions addressed are 1) Is there a relationship between the students” age and their attitudes toward interracial marriage; 2) Is there a relationship between students” religious affiliation and their attitudes toward interracial marriage.”

Variables and Measurement – In this section you will list the main variables being studied and how they were conceptualized (defined) and operationalized (measured). For example, “The variables in this study are 1) attitude toward interracial marriage, 2) age of the respondents, 3) race of the respondents, and 4) religious affiliation of respondents. Attitude toward interracial marriage is defined as the extent to which students approved of marrying someone of a different race. This variable was measured by a 15 item Likert scale resulting in ordinal categories. Age was defined as age at last birthday and was measured in years, resulting in ratio/interval categories. Race was defined as the ethnic-cultural self-identification. Respondents could choose between Anglo/white, African-American/black, Hispanic/Latino, Native American/American Indian, Asian/Pacific Islander, and Other. This measurement yielded nominal level data. Religious affiliation was defined as the religion in which the respondent was raised. The categories were Jewish, Muslim, Christian/Catholic, Christian/Protestant, None, Other. This measurement also yielded nominal level data.
Techniques of Data Collection - Summarize the way in which data was collected and who the research subjects were. For example, “Questionnaires were distributed to a random sample of 250 undergraduates from a large state university. Completion rate was 85%. One hundred of the respondents were males and 150 of the respondents were females. Forty of the males and 80 of the females were Hispanic…”

Research Findings – Summarize the major findings/conclusions of the study. For example, “This study found that regardless of their race, younger students were statistically significantly more likely to be in favor of interracial marriage than were older students; 2) Hispanic students were significantly more likely to be in favor of interracial marriages than were Asian students…”

Evaluation – Discuss the relevance of this research to your project. You should be utilizing only research that is relevant to your project. Research that is not supportive of your hypotheses or of your personally held opinions is still relevant!!!

You will do this for ten articles that pertain to your proposed study. Due dates will be posted in Blackboard
Assignment 2  

Write the purpose, significance, and problem for your proposed research project. Below are some brief (too brief for this assignment!!) descriptions of what each section should contain:

Purpose – This section is a very brief description of why you are conducting this study. This section is placed first so that any reader can identify the focus of your research project. Here are some examples:

“The purpose of this study is to examine the relationship between sexual orientation and religiosity.”

“It is the purpose of this study to test hypotheses derived from the systems perspective.”

“Messner (1992) investigated the impact of inequality on homicide rates. This study is a replication of Messner’s work.”

Significance – Write one paragraph in which you describe the contributions of your study in terms of either advancing knowledge or improving practice. Your study can be important for reasons including filling gaps in the literature, testing a theory, or replicating previous work. Here are some examples:

“The present study may be of some usefulness in filling an existing gap…(or) in reexamining further the important issue of…(or) in providing more information on…”

Research problem – In this section you list the research questions you have written. Additionally, identify the related hypotheses (null and research for each question). Construct this section as in the following example:

“In the present study, the following research question is addressed: Do attitudes about homosexuality vary by gender?

Null hypothesis: Attitudes about homosexuality do not vary by gender.

Research hypothesis: Women are more likely to have positive attitudes about homosexuality as compared to men.”
Assignment 3
Worth 50 points

For this assignment you will begin to write the proposed methods section of your research paper. You will discuss your data – sample, data collection, variables and how you would do your research.

Research variables – To prepare this section, examine your research questions/hypotheses and identify each of the variables described in the question/hypothesis. For each of the variables provide a conceptual definition for non-primitive terms (those terms that are not commonly understood by someone with only a high-school education. Age, for example, is a primitive term. Substance abuse, on the other hand, would need a conceptual definition). For all of the variables, provide the operational definition.

“The variables used in this study are:
1. Marital status – this variable is measured by responses to the following categories; single, married, widowed.

2. Alienation – Alienation is conceptually defined as the feeling of powerlessness or lack of control over matters related to class performance. This variable is measured by responses to a 10 item summarized scale (see items 15 through 25 in the questionnaire).

Data collection – In this section you will describe how the data would be collected. Surveys, interviews, secondary data, etc. Discuss the element of time…is this a longitudinal study or a cross-sectional study or single subject etc.

Sample – Describe the sample that you actually used in your research. How it would be chosen. Probability vs non-probability. What kind of probability/non-probability…

Methods – In this section you will discuss how you would analyze your data. Discuss the statistical tests that should be chosen and why they are appropriate measures.
Research Proposal

First and foremost, your paper must be in proper APA format – if you are unclear what this is, you need to access an APA manual of style. I have provided handouts covering many of the common issues regarding the APA format, but if you need additional information, complete manuals are available at the library or bookstore. If you are planning to attend graduate school, purchasing a copy will certainly be a worthwhile investment! Secondly, your paper must be word-processed, double-spaced, size 12 Times New Roman font. The paper must have a cover sheet and absolutely no binders, folders, etc.

Introduction
This section of the paper should contain the purpose and the significance of your proposed research as well as your research questions (not the hypotheses). You might find it helpful to imagine who would read your paper (besides me!) – identify your audience. If your audience is primarily an academic audience, this section of the paper will focus on what is known about your topic and what is unknown (a brief lit review) and what you will add to the body of knowledge. If your audience is policy-makers or practitioners, you might find it helpful to provide an overview of the overarching issue and address how your research can assist in policy or practice. You will want to address the variables that you will be studying and include a conceptual definition.

- Description of the problem
- Statement of the research question
- Significance of the research and the rationale for studying the issue
- Variables and their conceptual definitions

Literature Review
This section is a longer summary of the research that you have read. You do not need to go into the same amount of detail that you did for the literature analysis assignment but organize the literature in a way that lets the reader know that you are acquainted with the research that is out there, the limitations of that research, and how your research will address those limitations. You can do an article by article summary or you may want to try to organize the literature topically. However you choose to organize it, you MUST have some kind of transitional statement between articles/topics.

- Theoretical perspectives
- Historical perspectives
- Gaps in the literature
- Reiteration of the purpose of the study
Methodology
In this section you need to describe the *proposed* research method – how data would be collected, how your sample would be determined, what questions you would asked to measure the variables that you are studying (operational measures), etc.

- Research design and collection procedures
- Characteristics of sample
- Sampling design
- Description of instrumentation
- Data analysis procedures

Data Analysis
- In this section you will address what statistical procedures you *would* perform to describe your sample and those you did to test your hypotheses.

Conclusion
In this section you will want to discuss your *expected* significant findings, the impact those finding have on knowledge, policy and/or practice, and areas for future research (critical analysis of your research).

- Applications to practice/policy
- Weaknesses or limitations of research
- Suggestions for further research

References
Be sure to include all cited references on the reference page and be sure that all references on the reference page are cited in the body of the paper!! Use APA format.
SOWK 4423
Senior Seminar
Catalog Description
Senior social work seminar. Integrates aspects of social work knowledge, attitudes, and skills into a meaningful, useful resource. Theories of human behavior, social work methodology, and professional issues are examined. Students will be prepared for the licensure examination and for field/employment in various areas of social work practice.

Program Definition of Generalist Social Work Practice
Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H.).

EPAS and Student Learning Outcomes
The purpose of this course is to provide a thorough review of materials relating to the 10 core competencies set forth by the CSWE. Therefore, upon successful completion of this course, students will be able to demonstrate appropriate levels of knowledge regarding:

- Identify as a professional social worker and conduct oneself accordingly (2.1.1)
- Apply social work ethical principles to guide professional practice (2.1.2)
- Apply critical thinking to inform and communicate professional judgments (2.1.3)
- Engage diversity and difference in practice (2.1.4)
- Advance human rights and social and economic justice (2.1.5)
- Engage in research-informed practice and practice-informed research (2.1.6)
- Apply knowledge of human behavior and the social environment (2.1.7)
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)
- Respond to contexts that shape practice (2.1.9)
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (2.1.10)

Social work licensure practice exam, ACAT
Methods of Instruction
This seminar course will be based on presentations made by instructors and guest speakers. A presentation/discussion format will be utilized by presenters. Handouts will be provided to underscore salient aspects of presentations.

Grades
The final grade is computed according to following:

- Professional Demeanor: 20%
- Final Licensure Practice Exam: 40%
- Résumé: 20%
- Completion of ACAT exam: 20%

Please note: you must earn a minimum grade of C for the successful completion of this course.

ADHERENCE TO THE SOCIAL WORK CODE OF ETHICS: Students accepted to the major in social work are expected to adhere to the NASW Code of Ethics which is included in each textbook, and covered in class.

Course Policies
1. Tardiness in the submission of any of the assignments will result in a lower grade. Specifically, at least 10pts or one letter grade will be subtracted from the student’s grade for lateness (submission more than 24hrs after due).
2. Tests: Missed mid-terms must be made-up within two weeks of mid-term week, and a student MUST take their final exam ON OR BEFORE the time listed by the university and in this syllabus. If special circumstances arise, a student must contact the social work office before the time of the exam.
3. Attending class is imperative for the development of social work skills and knowledge essential for practice. There will be a sign in sheet for each student to sign sometime during class each class period. One unexcused absence is allowed per semester for class. For each unexcused absence after the limit, 10 points may be deducted from the student’s final grade. Expectations of attendance and punctuality are in accordance with University policy. For a complete account of TWU’s policy on attendance, see the catalogue. Absences are excused only if they are due to documented illness, death, or severe illness in the immediate family, or being away from campus with the sanction of the University. You must contact the Office of Student Life to arrange for any excused absences under the University’s attendance policy. In other words, you have to be in class every time unless there is a genuine, documented reason. Please do not expect to pass the course if you have unexcused absences. Habitual tardiness will be counted as an absence. The sign in sheet will be available during the first portion of class and MAY NOT be signed after it is collected.

Plagiarism & Academic Dishonesty: Neither of these will be tolerated and the penalties for engaging in them will be dire. I take cheating and plagiarism very seriously. Use your own words and avoid, at all costs, plagiarizing the work of others, including Internet sources. Plagiarism can result in failing the class and even expulsion from the University. Any form of cheating, on exams or written work, can result in the same.

Professional Demeanor: In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of
these include, but are not limited to: attendance in class and lab; punctuality; timeliness in submitting required work in class and/or lab; proper notification and/or documentation provided if class or lab will be missed; ability to accept supervision and/or critical feedback; demonstrate respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and while taping; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one’s own behavior; motivation; emotional maturity; and originality.

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors and other students (in other words, text messages, FaceBook, and MySpace are all fair game). Areas to be included are written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and / or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students’ professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students’ professional behavior is to help them become better professional social workers that are employable and who can remain employed. Students can be denied admission to the Social Work Program or terminated from the program for failing to demonstrate appropriate professional demeanor.

The TWU Academic Dishonesty Policy:
Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries’ –Quick Linksl under –Research Help! (http://www.twu.edu/library/literacy/index.htm).

TWU’s Disability Support Services:
If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu ) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

Religious Accommodation: If you must miss class due to a religious requirement, please let me know in writing by the second week of class.

Course Schedule as of Press Time (scheduling changes may occur)
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Overview</th>
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<tr>
<td>1</td>
<td>Course Overview</td>
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<tr>
<td>2</td>
<td>Mark Sandel/Michelle Bland…Field Applications</td>
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<td>3</td>
<td>Review Social Work Values and Ethics</td>
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<td></td>
<td>Review Essentials of Assessment</td>
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<td>4 &amp; 5</td>
<td>Take Practice Licensure Exam</td>
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<td></td>
<td>Review Populations at Risk; Social and Economic Justice; Diversity and Cultural</td>
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<td>Competency</td>
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<td>6</td>
<td>Review Child Abuse issues – Michelle Bland, LMSW, guest speaker</td>
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<td>Role Plays</td>
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<td>7</td>
<td>Interviewing and Résumé writing – Deirdre Leslie, guest speaker</td>
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<td>8</td>
<td>Review Domestic Violence issues – Mark Sandel, LMSW, guest speaker</td>
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<tr>
<td>9</td>
<td>Review Suicidality/ Assessment and Prevention</td>
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<td></td>
<td>Graduate School Speakers</td>
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<td>10</td>
<td>Spring Break</td>
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<td>11</td>
<td>Review Suicidality/ Assessment and Prevention</td>
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<td>Graduate School Speakers</td>
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<td>12</td>
<td><em><strong>Résumé Due</strong></em></td>
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<td>DSM and Psychiatric Medications review</td>
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<td>13</td>
<td>Policy Review – Abigail Tilton, Ph.D., guest speaker</td>
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<td>14</td>
<td>Research Review guest speaker</td>
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<td>15</td>
<td>Human Behavior review – Linda Marshall, Ph.D., guest speaker</td>
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<tr>
<td>16</td>
<td>Final Licensure Practice Exam (Take Home)</td>
</tr>
<tr>
<td></td>
<td>ACAT exam</td>
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</table>
SOWK 4433
Social Issues, Programs, and Policies
Texas Woman’s University  
College of Arts and Sciences Department  
of Sociology and Social Work Social Work Program

SOWK 4433  
Social Issues, Programs and Policies  
Fall 2011  
Monday and Wednesday 11:00 – 12:20

Instructor: Ruby Bouie, LMSW  
Office: OMB 200B  
Phone: 940-898-2068  
Email: ruby@twu.edu – this is the best way to reach me!  
Office hours: M and W: 12:30 – 2:30  
And by appointment

Catalog Description  
An examination of the policy-making process. Current social issues, programs and public policy issues are explored. Intervention techniques aimed at influencing and changing social welfare and public policies. Prerequisite: SOWK 1403, 2413 and six additional hours of social work courses. Three lecture hours a week. Credit: three hours.

Program Definition of Generalist Social Work Practice

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place within an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change process to achieve intervention goals (Kirst-Ashman, K. & Hull, G. H.).
Core Competencies and Student Learning Outcomes:
Upon successful completion of the course, students should be able to:

1. Apply critical thinking skills to inform and communicate professional judgments (EPAS 2.1.3)
   a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
   b. Analyze models of assessment, prevention, intervention, and evaluation
   c. Demonstrate effective oral and written communication

   *This competency will be demonstrated and evaluated through the regular class discussions on current policy developments, through course exams, and through the final policy analysis paper.*

2. Engage diversity and difference in practice (EPAS 2.1.4)
   a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

   *This competency will be developed through class lecture and class discussion and will be evaluated throughout course exams and through the final policy analysis paper.*

3. Advance human rights and social and economic justice (EPAS 2.1.5)
   a. Understand the forms and mechanisms of oppression and discrimination
   b. Advocate for human rights and social and economic justice
   c. Engage in practices that advance social and economic justice

   *This competency will be developed through class lecture and class discussion and will be evaluated throughout course exams, advocacy exercise, and final policy analysis paper.*

4. Engage in research-informed practice and practice-informed research (EPAS 2.1.6)
   a. Use research to inform practice

   *This competency will be developed through class lecture and class discussion and will be evaluated throughout course exams and through the final policy analysis paper.*

5. Engage in policy practice to advance social and economic well-being and to deliver social work services (EPAS 2.1.8)
   a. Analyze, formulate, and advocate for policies that advance social well-being
   b. Collaborate with colleagues and clients for effective policy action

   *This competency will be developed through class lecture and class discussion and will be evaluated throughout course exams, advocacy exercise, and final policy analysis paper.*

6. Respond to contexts that shape practice (EPAS 2.1.9)
   a. Continuously discover, appraise, and attend to changing locales, populations, scientific, and technological developments, and emerging societal trends to provide relevant services.

   *This competency will be developed through class lecture and class discussion and will be evaluated throughout course exams, advocacy exercise, and final policy analysis paper.*
7. Evaluate program outcomes and practice effectiveness; develop, analyze, advocate, and provide leadership for policies and services, and promote social and economic justice (EPAS 2.1.0 b-d)
   a. Collect, organize, and interpret data (EPAS 2.1.0b)
   b. Initiate actions to achieve organizational goals (EPAS 2.1.0c)
   c. Analyze, monitor, and evaluate interventions (EPAS 2.1.0d)

This competency will be developed through class lecture and class discussion and will be evaluated through course exams, advocacy exercise, and final policy analysis paper.

Course Objectives
Upon successful completion of the course, the student should

1. Have increased skill in critical thinking in regards to the political process and the development and implementation of public policy

2. Have a stronger identification with the values and ethics of the social work profession through emphasis on communication, advocacy, and the promotion of a diverse, pluralistic society

3. Advocate for social policy without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice

5. Be familiar with the historical and current importance of social policy within generalist social work practice

6. Develop competency in researching, analyzing and presenting public policy issues

7. Develop competency in researching, analyzing and influencing social policy issues

8. Develop communication skills differentially across colleagues and elected officials

9. Be aware of the impact of social policy on diverse at-risk populations including women, children, the poor, the elderly, persons facing illness and/or disability, gays and lesbians, and immigrants to the United States
Students must be actively engaged in the current discussion on public policy issues. Students are required to be reading, watching, and listening to current discussions via newspapers, journals, television, internet, radio and lectures/workshops, etc.

**Class Policies**

*Attendance:* Attendance is required, expected, and recorded. The **TWU Social Work Department policy on attendance is that four or more absences from class; the student will have to repeat the course. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences.** Additionally, arriving late and/or leaving early will also negatively impact your final grade. This is IN ADDITION to the lowered grade for professional demeanor.

The TWU Student Attendance Policy states: *Consistent and attentive attendance is vital to academic success and is expected of all students. Grades are determined by academic performance and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of the students’ grade. Instructors are strongly encouraged to keep a record of student attendance. They should note absences due to documented illness, serious illness or death in the student’s immediate family, official school activity, state-recognized religious holiday, or other verified absences deemed appropriate by the instructor. Students must consult with instructors regarding the completion of make-up work. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in the student failing the course. An incomplete may be granted in the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are at the discretion of the instructor.*

*Communication:* From time to time I may need to communicate with the entire class or contact you individually. If/when those occasions arise, I will ONLY email your TWU portal account. Your TWU portal account must be in the format of first initial, last name and a number if required. You are responsible for the information in that email. Failing to check it or to have the address in the proper format will not be excused. You can arrange to have your portal account forwarded to the personal email account of your choice.

If you need to contact me, I STRONGLY encourage you to email me rather than call

*Missed classes:* If you miss a class for any reason, you may NOT have my notes. Any work that was due that day would be considered late and 10 points will be deducted from the final grade. Make-up exams will be given only in dire and documented circumstances and be an excused
absence in accordance with the policies of the University. These late assignments and missed tests will also negatively affect your professional demeanor grade.

*Revise and resubmit:* In the case that a written project is so poorly written that the only appropriate grade is a D or F, students will be given the opportunity to revise and resubmit the assignment or paper. The original paper/assignment and the revised paper/assignment must be returned to me within two weeks.

**Professional Demeanor:** In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstration of respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one’s own behavior; motivation; emotional maturity; originality; etc…

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers who are employable and who can remain employed.

Additionally, no member of the faculty of the Social Work Program is your social worker. Social Work education is NOT recognized by the State of Texas as professional social work activity. It is important to recognize and maintain these boundaries. This does not mean that there cannot be
appropriate self-disclosure, but please understand that the relationship between instructor and student is not therapeutic.

Statement on Civility: Students should maintain civility at all times with faculty and other students, both inside and outside the classroom. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening behaviors, and a failing grade may be issued for the course.

Academic Dishonesty: Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries’ “Quick Links” under “Research Help” (http://www.twu.edu/library/literacy/index.htm).

According to the TWU Student Handbook: Academic dishonesty includes cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student or the attempt to commit such acts. Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student’s academic conduct. Plagiarism occurs when a student obtains someone else’s work and presents those ideas or words as her or his own academic work...In the event of academic dishonesty, the following courses of action are available to the University, based upon the severity of the violation: First violation:

- Verbal reprimand
- Assignment of a lower grade on the test/paper/project in question, with an explanation from the instructor
- Assignment of a grade of F in the course
- Expulsion from the course with the assignment of a passing grade (W)
- Expulsion from the course with the assignment of a failing grade (WF).
Cheating and plagiarism will not be tolerated in my class. I want to be perfectly clear that if cheating or plagiarism occurs in my class, I will seek the most severe consequence possible. Additionally, any incidents of cheating and/or plagiarism will also negatively affect your professional demeanor grade. Substantiated and intentional cheating would likely result in termination from the Social Work Program.

In an effort to ensure the integrity of the academic process, Texas Woman’s University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman’s University may now use a tool called Turnitin to compare a student’s work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

Therefore, all papers completed for this class will be turned in via TURNITIN.COM

Common Courtesy: Please turn off (or set to vibrate) all cell phones, pagers, etc. Do not read newspapers, books for other classes, or other outside reading material during class. If you fall asleep during class I will ask you to leave. If you must come in late or leave early, please do so in the least disruptive way. If you must leave early, please discuss this with me prior to the start of class.

Disability Support Policy Statement: If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

I will provide no accommodation without direction from the DSS.

Religious Accommodation: If you must miss class due to a religious requirement, please let me know in writing by the second week of class.

Grading:
Grades will be determined by the following:
Concept exam: 100
Policy exam: 100
Advocacy exercise: 100
Policy paper: 200
Participation: 100

Grades are calculated based on a percentage of points earned, for example if you earn 90% or more of the possible points, you will earn an A. If you earn between 80-89%, you will earn a B. And so on.

**Agenda**

An agenda is provided so that readings may be done prior to class discussions. Guest speakers may be scheduled throughout the semester and will be announced in advance. The instructor reserves the right to modify the schedule, as class needs dictate.

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<tr>
<th>Date</th>
<th>Assigned Readings</th>
<th>Activity</th>
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<td>Introduction/Overview</td>
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<td>8/31</td>
<td>Assignments</td>
<td>Assignments</td>
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<td>9/5</td>
<td><strong>Labor Day – No Class!</strong></td>
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<td>9/7</td>
<td>Chapter One</td>
<td>Introduction to Policy</td>
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<td>Chapter Two</td>
<td>Policy Research and Policy Analysis</td>
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<tr>
<td>9/14</td>
<td>Chapter Two</td>
<td>Policy Research and Policy Analysis</td>
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<td>9/19</td>
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<td>Religion and Social Welfare</td>
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<td>Discrimination and Poverty</td>
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<td>9/26</td>
<td>Chapter Four</td>
<td>Discrimination and Poverty</td>
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<td>9/28</td>
<td>Chapter Five</td>
<td>Poverty</td>
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<tr>
<td>10/3</td>
<td>Chapter Five</td>
<td>Poverty</td>
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<tr>
<td>10/5</td>
<td>Chapter Five</td>
<td>Poverty</td>
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<tr>
<td></td>
<td>*<strong>Review Posted on blackboard</strong></td>
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<tr>
<td>10/10</td>
<td>Concept Exam begins</td>
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<tr>
<td>10/12</td>
<td>Policy Analysis Paper</td>
<td>Where are you?</td>
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<td>10/17</td>
<td>Chapter Six - Seven</td>
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<td>10/19</td>
<td>Chapter Eight-Ten</td>
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<td>10/24</td>
<td>Chapter Eleven</td>
<td>Public Assistance</td>
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<td>10/26</td>
<td>Chapter Eleven</td>
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<td>Chapter Twelve</td>
<td>Healthcare</td>
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<td>11/2</td>
<td>Chapter Twelve</td>
<td>Healthcare</td>
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<td>Chapter Thirteen</td>
<td>Mental Health and Substance Abuse</td>
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<td>Advocacy Exercise due</td>
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<td>11/9</td>
<td>Chapter Fourteen</td>
<td>Criminal Justice</td>
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<td>11/14</td>
<td>Chapter Fifteen</td>
<td>Child Welfare Policy</td>
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<tr>
<td>11/16</td>
<td><strong>No class- Submit papers online</strong></td>
<td>Policy Analysis Paper Due</td>
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<td>11/21</td>
<td>Policy exam begins</td>
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<td>11/23</td>
<td>Thanksgiving Holiday</td>
<td><strong>No Class!</strong></td>
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<td>11/28</td>
<td>Chapter 17</td>
<td>Food Policy</td>
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<tr>
<td>Date</td>
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<td>11/30</td>
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<td>12/5</td>
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<tr>
<td>12/7</td>
<td></td>
<td>All exam must be finalized</td>
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Units of Content

I. Introduction to the Course
   A. Objectives
      1. To introduce students to the course plan
      2. To develop understanding of assignments and learning activities
      3. To clarify expectations and evaluation/grading
      4. To define and explore the meaning of social welfare policy
   
   B. Readings: Karger and Stoesz, Preface and Chapter 1
   C. Activity: Review syllabus, policy forums, lecture

II. Social Welfare Policy and the American Welfare State
   A. Objectives
      1. To highlight the relationship between social welfare policy and social work practice
      2. To understand the role of the ideology of individualism on American social policy
      3. To understand the role of political and economic ideology on social policy
      4. To examine the impact of social policy on selected populations-at-risk over the past twenty years
   
   B. Readings: K and S Chapter 1
   C. Activities: Current policy development discussion, class discussion, lecture

III. Social Welfare Policy Research and Policy Analysis
   A. Objectives
      1. To introduce the basic concepts related to Social Welfare Policy
      2. To become acquainted with theoretical models of policy making
      3. To introduce the components of policy analysis
      4. To examine the basic concepts associated with policy analysis
      5. To develop better understanding of the role of history in policy analysis
      6. To gain insight into the social construction of social problems and associated theoretical perspectives
      7. To better understand the role of economics in policy analysis
   
   B. Readings: K and S Chapter 2

IV. Religion and Social Welfare Policy
   A. Objectives
      1. To understand the religious antecedents of social welfare
2. To examine the relationship between religion and the rise of social work as a profession
3. To understand current trends in religious movements and their impact on American social welfare policy

B. Readings: K and S Chapter 3
C. Activities: Current policy development discussion, class lecture and discussion

V. Discrimination in America
A. Objectives
   1. To extend the knowledge of values and ethics of social workers in regard to discrimination
   2. To increase awareness of selected federal statutes, court decisions, and presidential orders that have impacted social and economic justice
   3. To better understand the historical roots of discrimination and its lasting consequences for creating and maintaining populations-at-risk

B. Readings: K and S Chapter 4
C. Activities: Current policy development discussion, class lecture and discussion

VI. Poverty In America
A. Objectives
   1. To extend knowledge of the values and ethics of social workers in regard to poverty and income distribution
   2. To consider theoretical formulations about poverty
   3. To critically analyze the construction of official poverty
   4. To understand the impact of the fringe economy
   5. To examine critically social policy designed to eliminate or reduce poverty

B. Readings: K and S Chapter 5
C. Activities: Current policy development discussion, class lecture and discussion

VII. The American Welfare State in International Perspective
A. Objectives
   1. To broaden students’ awareness of other cultures, socioeconomic, and political systems and diverse approaches to dealing with social problems
   2. To help students understand and gain added insights into their own country’s ideologies, values, cultural groups, and patterns
   3. To help students understand that social policies from other countries and cultures should be studied in an effort to understand and improve their own country’s social policies
   4. To help students to be able to critically analyze differences between countries social policies and the implications of the differences
5. To be able to distinguish between various leading indicators of social problems and critically analyze each
B. Readings: K and S Chapter 18, Internet resources
C. Activities: Current policy development discussion, class lecture and discussion, internet exercise

VIII. The Voluntary and For-Profit Social Sectors
A. Objectives
   1. To describe and illustrate three components of social work practice and their relationship to the policy-making process. These include private practice, voluntary agencies, and the corporate sector
   2. To identify those voluntary social agencies at the local level who serve populations-at-risk
   3. To examine social work values in relation to for-profit provision of social work services
   4. To examine the influence of corporations on policy outcomes
B. Readings: K and S Chapters 6 and 7
C. Activities: Current policy development discussion, class lecture and discussion

IX. The Role of Government
A. Objectives
   1. To describe the technical aspects of the policy process
   2. To examine the impact of social stratification on policy process
   3. To clearly link the social work advocacy and policy reform
   4. To understand the role of U.S. tax policy as social policy and in determining social policy
   5. To understand the role of tax policy in reducing poverty and in creating and maintaining it
B. Readings: K and S Chapter 8 and 9
C. Activities: Current policy development discussion, video, class lecture and discussion

X. Social Insurance and Public Assistance Programs
A. Objectives
   1. To identify three programs of social insurance
   2. To understand the eligibility requirements for these programs
   3. To identify policy initiatives seeking to address gaps and shortcoming in the programs
   4. To identify three programs of income maintenance
   5. To understand the eligibility requirements for these programs

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6. To examine the recent welfare reform measures and the implication for client populations who are at risk, including women, children, and immigrants

B. Readings: K and S Chapters 10 and 11

C. Activities: Current policy development discussion, debate on Social Security reform, lecture and discussion

XI. Social Policy Presentations

A. Objectives
   1. To present information on a wide-range of social policies
   2. To critically analyze social policy and its impact on practice
   3. To prepare students for real world implications of policy and practice
   4. To develop depth of understanding of social problems

B. Readings: K and S Chapter 12-17

C. Activities: In class presentations and class discussion
Class work

For each class meeting, you must come prepared to discuss a current policy development that has been in the news (radio, television, online, print) that directly relates to the chapter under consideration. This discussion will comprise the first 15 minutes of each class and is the major determinant of your course participation grade.

Policy Analysis Paper

Choose a current social policy from the approved list and provide a detailed analysis. This should include:

- Description of the Social Problem that necessitated the policy
  - This needs to be a detailed description of the nature and scope of the problem as well as demographic information regarding the targeted population

The above section will be turned into turnitin.com during the midterm (earlier if you can!) You will be able to see the similarity report.

- The historical antecedents of the policy – what previous social policy has been enacted in an attempt to address the social problem

- Thorough description of the policy
  - What is/are the goal/goals of the policy
  - Who is/are the intended/target population/populations
  - How will the policy be implemented
  - How is the policy funded
  - What are the contexts that shape the policy: ideological, religious, economic, political

- Policy Analysis
  - Is the policy EFFECTIVE: What have been the intended and unintended outcomes of the policy – has the policy met its goal/goals? Provide evidence to support this claim. How have the intended target populations benefited? Have there been any unintended populations that have benefited or suffered on account of the policy? Again, provide evidence to support the claim
  - Is the policy EFFICIENT: Is the policy adequately funded to meet its stated goals? Are those funds distributed in a manner that maximizes the impact of the funding? Is the policy cost effective and cost efficient?
  - Is the policy EQUITABLE: Are vulnerable populations’ needs addressed by the policy? Do vulnerable populations have a voice in how the policy is implemented? Does the policy comport with the values and ethics of the social
work profession (NASW Code of Ethics)? If you are analyzing a state policy, how does it compare with another state’s policy? If you are analyzing a federal policy, how does it compare with another industrialized country’s policy?

This paper MUST be in proper APA style and must be grammatically correct. Any paper that fails to meet these requirements will be returned to the student for correction. When the corrections are made, the paper will be graded but will be considered late. Papers must be turned in without binders or folders but simply stapled in the corner. And yes, the paper is very long! You will likely need a minimum of 12-15 pages to adequately address the policy. You will also need at least 20 references. Wikipedia does not count. The references must be appropriate, scholarly references. If you fail to include internal citations, you paper will assigned a grade of 0. You may revise and resubmit your paper but you will not earn higher than a C for the course.

Political Advocacy Exercise
For this assignment, you will need to identify a pending policy issue of interest to you and prepare to advocate on its behalf. You will need to prepare a 3-5 page report detailing the social problem giving rise to the needed policy, details of the policy, and how the policy comports with the NASW Code of Ethics. You will need to arrange a meeting with your state elected representative (or their designee) for our trip to Austin. You must have a statement prepared that includes a brief synopsis of the problem and 10 talking points you are prepared to discuss. You must turn in to me, the 3-5 page report, the talking points brief, and a 2 page paper of your reaction to the Social Work Advocacy Day at the Legislature.

Course Exams

There are two course exams. The first exam is a multiple choice concept test covering 100 concepts. You will take the exam in the Social Work Practice Center. You must repeat the exam until you have earned a grade of 90 or higher. Exams are taken and graded utilizing a scantron. You may not leave the office with a graded scantron under any circumstance. If you do so, this will meet the standard of academic dishonesty and you will be reported to Student Life and the Social Work faculty for remediation, including termination.

The second exam is a short answer exam over specific social policies (Medicare part A,B,C,D; Medicaid, TANF, WIC, SNAP, etc). You must repeat the exam until you have earned a grade of 90 or higher. You will complete the exam in the Social Work Practice Center. You may not leave the office with a graded exam under any circumstance. If you do so, this will meet the standard of academic dishonesty and you will be reported to Student Life and the Social Work faculty for remediation, including termination.
Field Education
SOWK 4463 and 4469
Integrative Seminar
Social Work Field Practicum
Texas Woman’s University  
College of Arts and Sciences  
Department of Sociology and Social Work

Mark Sandel, Associate Professor  
Office Hours: Monday, 1:30 -3:30  
Phone/Voicemail: 940-898-2076  
Email: msandel@twu.edu

SOWK 4463  
SOCIAL WORK INTEGRATIVE SEMINAR  
Spring 2012

Catalogue Description

SOWK 4463. Social Work Integrative Seminar provides an opportunity to discuss and process the field practicum experience. Concurrent enrollment required: SOWK 4469. Three seminar hours per week. Credit: Three hours.

Additional Information

SOWK 4463 is the classroom portion of the field practicum, and SOWK 4469 is the agency portion of the field experience. In general, students will be graded in SOWK 4469 on their performance in the field agency while SOWK 4463 will be graded on the level of participation in seminar and the quality of written and oral assignments completed.

Program Definition of Generalist Social Work Practice

Generalist practice is defined as the application of an eclectic knowledge base, professional values and ethics, and a wide range of skills to target systems of any size for change within the context of three primary principles: client empowerment, strengths, and resiliency; the importance of human diversity; and advocacy for human rights in the pursuit of social and economic justice. Social work generalist practice is viewed as most often taking place with an organizational structure and is characterized by four processes: the assumption of a wide range of professional roles, the application of critical thinking skills, the incorporation of research-informed practice, and the use of a planned change.


Statement on Civility

Students should maintain civility at all times with faculty and other students, both inside and outside the classroom, as well as with agency staff. A referral may be made to the Division of Student Life for students who engage in uncivil, inappropriate, overly distracting, or threatening
behaviors.

Students With Disabilities

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

Textbook


A schedule of required textbook readings will be distributed early in the semester.

Course Objectives

1) Primary Objectives

Students enrolled in SOWK 4463 will provide documentation of social work practice competence demonstrated in the field through the completion of weekly logs, papers, presentations, and comprehensive evaluations over the following core Social Work competencies, as operationalized by the Council on Social Work Education document, EPAS 2008:

- Identify as a professional social worker and conduct oneself accordingly;
- Apply social work ethical principles to guide professional practice;
- Apply critical thinking to inform and communicate professional judgments;
- Engage diversity and difference in practice;
- Advance human rights and social and economic justice;
- Engage in research-informed practice and practice-informed research;
- Apply knowledge of human behavior and the social environment;
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services;
- Respond to contexts that shape practice;
- Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.
2) Secondary Objectives

This three-hour weekly seminar serves as a means through which students can reflect on the integration of classroom theory and direct social work practice and the attainment of field objectives. A secondary objective is that the seminar will provide a forum for the open exchange of experiences, ideas, and feelings.

Consultation with other professionals

Faculty reserve the right to consult with agency staff, other faculty, or university personnel on issues related to student performance in seminar and in the field.

Field Manual

Additional policies and specific expectations pertaining to the practicum are included in the TWU Social Work Field Manual. It is the responsibility of all students to read and understand the manual before entering the field and to adhere to all policies and requirements contained in the manual while in field.

Structure

The seminar will meet each Monday from 9:00 to 11:50 and will be focused on informal discussions dealing with the day-to-day experiences of students in their agency placements and the submission of assignments and work derived from the field practicum experience. The seminar is primarily student run in that students will be able to use this time to assess progress in their field experiences, to gain feedback on their performance, to process problems which may arise, and to give and receive support from one another and from the instructor. Participation is therefore essential and students are expected to discuss, highlight, and question any concerns or successes related to their agency placements. Students will also complete a number of assignments while in field.

Attendance Policy

Students are expected to attend the seminar each week, to be on time, and to participate actively. If you must be absent from class for a legitimate purpose, it is your responsibility to notify the instructor before class. Absences deprive a student of an essential form of experiential learning and will adversely affect the grade. Students are allowed one absence without penalty. **Students who miss more than one class will have their grade lowered by one full letter grade for each missed class.** For example, a grade of 'A' will lower to a 'B'. **An absence is defined as missing all or part of a class.**

Academic Dishonesty

Honesty in completing assignments is essential to the mission of the university and to the
development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook. Tools to help you avoid plagiarism are available through the TWU Libraries.

All students should complete the Module on plagiarism found at http://www.twu.edu/library/tutorial/plagiarism/tut_faq.htm within the first two weeks of the semester. A certificate of completion should be submitted in class. Failure to submit the certificate may result in a 10 point deduction from the final grade average.

In an effort to ensure the integrity of the academic process, Texas Woman’s University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman’s University may now use a tool called Turnitin to compare a student’s work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member. All required assignments in this course may be checked for plagiarism using Turnitin.com.

All suspected cases of plagiarism will be referred to the office of Student Life. Academic dishonesty may result in a failing grade in the course and dismissal from the program.

Required Assignments

Assignment 1: Weekly logs

The weekly logs provide the student with an opportunity to record and reflect upon activities in order to maximize self-growth and monitor progress towards learning objectives. Students must meet weekly with the approved field instructor, a licensed and degreed social worker with at least two years of practice experience and training in supervising students. During supervision, students and field instructors will discuss the topics presented on the weekly log for that week. Students are then to summarize the supervision discussion, and both the student and field instructor are to sign the log. If the field instructor is unable to meet with the student, the instructor must be informed immediately. Another agency employee may sign up to two field logs during the practicum in the case of absence on the part of the field instructor.
The logs should be competed electronically in their entirety each week, filling in **all sections and answering all questions**. Each log will be graded. A copy should be turned in on the due date, either hard copies or electronic, per instructions from the instructor.

**Assignment 2: Learning Contract**

The learning contract is extremely important and will in large part determine the success of the entire practicum. In order to graduate, all students must demonstrate that they are capable of functioning at the level of a beginning generalist social work practitioner. The learning contract defines the activities that each student will complete to demonstrate that they are capable of functioning at this level. Students will be graded in the Practicum course, SOWK 4469, on their performance on activities identified in the learning contract.

All students must work with the field instructor to develop a learning contract, using the learning contract template provided. The Learning contract will include ten Practice Competencies, and those ten competencies are further broken down into 41 practice behaviors. Multiple activities and methods of evaluation must be included for each practice behavior on the template. All activities must be measurable and must be designed to demonstrate competence in the practice behavior.

**Assignment 3: Agency Analysis paper, 5 pages.**

This assignment is designed to 1) facilitate your understanding of your agency, 2) to assist you in gaining an understanding of the impact of the setting on clients, 3) to inform students of diverse resources available in the community. If you are placed within a department/division of a large agency, special attention needs to be given to information concerning that department. It should cover the topics listed below. You may distribute pertinent program literature (brochures, pamphlets, etc.). No power points allowed.

a. Identifying information (Name of agency, department or division; location of agency and overview of neighborhood/community in which agency is located, physical appearance of the agency - external and internal, overall "feel" of agency).

b. Brief history of the agency (How, why, when started, original purpose, and changes over time).

c. Agency purpose and philosophy (Agency goals, underlying philosophy which guides service, target client groups.)

d. Agency services (What services are provided, to what type and how many clients, for how long. Describe the populations served - age, gender, ethnicity, presenting problems. How is eligibility for service determined, what are the intake procedures, how many programs and locations are there. Describe any recent or anticipated service/program changes.)
e. **Funding sources/Budget** (How is the agency funded, give approximate % of income from each source. If fees are charged, how are they determined?)

f. **External structure** (Is the agency part of a large bureaucracy or service network. With which other agencies does it most frequently work cooperatively and why.)

g. **Internal structure** (Describe the different departments within the agency, if any, and their official goals. What are the services provided by the department in which you are located?)

h. **Laws/Licensure** (Is the agency licensed or monitored/regulated by any governmental agency; if so, which and describe how this occurs and its impact on service delivery. What are the major federal/state laws which impact service delivery; describe how the agency complies with these.)

i. **Power structure** (Who makes the final decision regarding policies about client services. What are the formal channels of authority and communication within your agency? Is there an informal power structure and if so how does it operate?)

j. **Staff** (What is the expected and actual training an education of the employees at your agency. How many social workers are employed and what types of position do they fill. If this is not primarily a social work environment what orientation prevails?)

k. **Research/Evaluation** (What type of research and program evaluation are carried out in the agency. What criteria are used to measure client progress? What type of reporting systems are used to collect data about clients and working activities? What use is made of the data collected about clients?)

l. **Supervision/Evaluation** (By what process do social workers in your agency receive performance evaluations and how is supervision structured, i.e. individual, group, weekly, monthly).

m. **Strengths** (In what specific areas do you feel the agency is fulfilling its goals. Is the agency functioning in an efficient and ethical manner? On the basis of what evidence are you making this evaluation?)

n. **Areas of concern.** (In what areas does it appear to you that the agency is not functioning effectively, ethically, or according to its goals? On the basis of what evidence are you making this evaluation?)

**NOTE: You must provide a concluding analysis of the models of assessment, prevention, intervention, and evaluation used by the agency in both your paper and presentation.**

You may use the topics provided here as subheadings, but the paper is to be written in a narrative
The formal presentation to the class should be informative in nature. Do not read your paper to the class; talk to the class utilizing an outline with talking points. The presentations should help other students gain an understanding of various resources in the community and should be no more than 10 minutes in length. All presenters must have a watch or clock and time their presentation. If two or more students are in the same agency, they may collaborate on part of the presentation, but they must each write their own agency analysis paper. A schedule for presentations will be developed by the third week of class.

**Assignment 4: Research project:**

Demonstrate that you know how to evaluate practice by completing a research project that is related to work you have done or are doing in your field agency. The research can take one of many forms: a single-subject design, program evaluation, needs assessment, staff survey, etc. This paper must be written in APA format. All research projects and papers will be accompanied by a poster board presentation of the work. Additional details will be provided.

All students must complete NIH researcher training within the first two weeks of class. This free online training is available at [http://phrp.nihtraining.com/users/login.php](http://phrp.nihtraining.com/users/login.php) A copy of your completion certificate must be submitted in class. Failure to submit a certificate may result in a 10 point deduction from the final class grade.

The grading scheme for the research paper is as follow:

- **Content:** 1/3. Originality, development of research plan, inclusion and quality of all elements of a research paper, findings, depth of discussion, thorough reference list, etc…
- **Presentation:** 1/3. APA format, free of technical writing errors, use of subheadings and paragraph breaks, etc…
- **Poster presentation:** 1/3. All elements of the project represented on a poster board accurately and neatly.

**Participation and Commitment to Seminar**

In order for students to achieve the course objectives, the class will depend heavily on the use of discussion. Regular, punctual attendance is expected. Students should openly discuss opinions, feelings, and reactions to the field and field activities. The sharing of experiences is highly valued in this course.

It is essential that students participate together freely, openly, and supportively in order to help one another develop social work competencies. Consistent participation is required. Care should be taken to keep the class from becoming a “gripe session”.

At the beginning of class, a check-in will be held. At that time, students who are dealing with crises of any kind may ask the group for assistance. After check-in, other topics will be introduced. Students may have ethical issues they wish to bring up, cases may be presented and discussed, and topics related to that week’s log should be thoroughly discussed. **All students should bring a copy of the NASW Code of Ethics to class weekly as well as to all supervision meetings in the**
As stated above, one absence is permitted without penalty. One letter grade will be deducted from the final grade on the second absence and for each additional two absences. An absence is defined as missing all or part of a class. Late arrivals and early departures will be considered absences.

Professional Demeanor

In addition to learning the knowledge, theories, values, and ethics of the social work profession and demonstrating effective social work practice skills, social work students are also expected to demonstrate an appropriate level of professional demeanor. Social work students will be assessed and/or evaluated along several dimensions of professional demeanor. Some examples of these include, but are not limited to: attendance in class and field; punctuality; timeliness in submitting required work in class and/or field; proper notification and/or documentation provided if class or field will be missed; ability to accept supervision and/or critical feedback; demonstration of respect for and appropriate interaction with professors, instructors, and supervisors; appropriate interactions with other students; ability to be a team player and cooperate with others; appropriate behavior in the classroom, meetings and/or field; writing ability; neatness in material presented; willingness to participate in remedial work (e.g. working with the writing lab); ethical behavior (including academic honesty); assertiveness; attitude; attire; how one handles adversity; personal hygiene; taking responsibility for one’s own behavior; motivation; emotional maturity; originality; etc…

Sources of information concerning professional demeanor include, but are not limited to: formal and informal interactions with professors, other students, and, in the field - field instructors, co-workers, and clients; written work; telephone conversations; emails; information provided on forms; behavior in classes; behavior in meetings; body language; tone of voice; oral presentations; and so on. Students should assume that every aspect of their academic performance and professional presentation of self is being evaluated, as is the case for all job applicants, graduate school applicants, and employees in the real world.

The professors and instructors at TWU have decades of social work practice experience, supervisory experience, employee and/or student evaluative experience, and social work education experience with which to inform our assessments and/or evaluations. Students' professional behavior will be assessed using this experience along with feedback from the student and, in the field, the agency. A main purpose of evaluating students' professional behavior is to help them be better professional social workers who are employable and who can remain employed.

Grading Policies
The final course grade will be determined by the following grading scheme:

- 20 Logs: submitted, complete, address all areas, substantive, all questions addressed
- 20 Learning contract: multiple activities and methods of evaluation for each practice Behavior
10 Quality of the agency analysis paper/presentation
20 Professional demeanor, including contribution and commitment to the seminar
30 Research Project
100 points possible

Please note: Completion of all of the course assignments is required. Failure to complete
one or more assignments will result in a failing grade in the course. Additionally, in order to pass
the course, passing grades on both the research project and agency analysis must be earned.

Important dates are as follows:

- First Seminar 1/23
- Draft Learning Contracts Draft due 1/30
- Complete NIH Online training, submit certificate 1/30
  http://phrp.nihtraining.com/users/login.php
- Complete online plagiarism tutorial, submit certificate 1/30
  http://www.twu.edu/library/tutorial/plagiarism/tut_faq.htm
- Last day to apply for May graduation 2/1
- Discuss three research ideas in class 2/6
- Learning Contract due (final) 2/13
- Present research topic to class 2/13
- Research application due 2/20
- M/T evaluations due 3/5
- Research Proposal Due (firm) 3/12
- Begin Data Collection 3/26 (with approval)
- Final Research Project Due 4/16
- All final paperwork and evals. due 5/7
- Last class 5/7
- Last day to earn hours in field 5/9

Note: The instructor reserves the right to make adjustments to the schedule.