

MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Fall 2018
SW 500 Social Work Practice I

This document does not constitute a contract with the University, it contains guidelines.

Academic Term and Year:	Fall 2018
Course Prefix and Number	SW 500.HE2
Course Title:	Social Work Practice I
Credit Hours:	3
Days, Time and Location of Class:	Tuesday, 6:00 PM – 8:40 PM Sutton Building, room 231
Professor:	Cynthia P. Honore'-Collins, Ph.D., MSW
Office Location:	William Sutton Building Suite 216
Office Hours:	Monday, Tuesday & Wednesday: 4pm to 6pm; Thursday 10am to noon Friday: 8:30am to 10:30 am or by appointment
Main Office Number:	(662) 254-3365
E-Mail Address:	chcollins@mvsu.edu
Prerequisite:	Admission to the MSW Program

Required Technology Skills:

Students in this class are expected to be efficient in the use of computers, the internet and PowerPoint.

CATALOG COURSE DESCRIPTION:

Presents the history of social work practice, values and ethics, generalist practice within an ecosystems theoretical framework, empowerment and strengths perspectives, and rural social work practice with emphasis on micro practice (3).

COURSE DESCRIPTION:

This course helps the student to blend knowledge, values and skills into social work practice. Students learn to incorporate a generalist perspective when engaging, assessing and intervening with clients. Much emphasis will be placed upon skill development in assessment and intervention in course assignments. This course pursues two primary goals. First it aims to teach students the relationship building, interviewing, and problem solving skills necessary for them to work with individual and family client systems. The second major goal is to introduce students to the generalist perspective. They will learn to view both personal and environmental issues when working with clients.

The following stages of a generalist perspective are highlighted in this course:

- ❖ Prioritizing Problems
- ❖ Collecting and assessing data
- ❖ Planning and contracting
- ❖ Identifying alternative interventions
- ❖ Selecting and implementing appropriate courses of action
- ❖ Evaluation
- ❖ Termination.

The importance of cultural competency in working with diverse populations is highlighted. The impact of discrimination, economic deprivation and oppression, rural lifestyle and culture, along with the knowledge of values, customs and religions beliefs within populations with a special focus on differential assessment and intervention techniques are stressed throughout the course.

DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION STATEMENT

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES

Mississippi Valley State University has integrated the Council on Social Work Education (CSWE) competencies within its curriculum. The 2015 Core Competencies are listed below:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgement and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including

individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Foundation Rural Competency: Utilize appropriate practice interventions within a rural setting.

Rural Competency 10: Concentration Rural Competency: Demonstrate knowledge and skills to apply a bio-psychosocial-cultural-spiritual perspective in advanced social work practice with children and families. (600 courses only)

Rural Competency 11: Concentration Rural Competency: Integrate knowledge of rural values and customs into autonomous social work practice with children and families. (600 courses only)

Course Competencies:		Assessment of competency
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication; • Use technology ethically and appropriately to facilitate practice outcomes; and • Use supervision and consultation to guide professional judgement and behavior. 	<ol style="list-style-type: none"> 1. Role play and mock interviews 2. Class discussions
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • Present themselves as learners and engage clients and constituencies as experts of their own experiences; and 	<ol style="list-style-type: none"> 1. Role play and mock interviews 2. Research paper 3. Class discussions

	<ul style="list-style-type: none"> • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> • Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • Engage in practices that advance social, economic, and environmental justice. 	1. Class discussions
Competency 4: Engage In Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research; • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • Use and translate research evidence to inform and improve practice, policy, and service delivery 	1. Research paper 2. Class discussions
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • Assess how social welfare and economic policies impact the delivery of and access to social services; • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. 	1. Class discussions
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. 	1. Class discussions 2. Role play and mock interviews
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data 	1. Class discussions 2. Research Paper 3. Role play

	<p>from clients and constituencies;</p> <ul style="list-style-type: none"> • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 	
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • Facilitate effective transitions and endings that advance mutually agreed-on goals. 	<ol style="list-style-type: none"> 1. Research Paper 2. Role play and mock interviews
<p>Competency 9: Foundation Rural</p>	<ul style="list-style-type: none"> • Utilize appropriate practice interventions within a rural setting. 	<ol style="list-style-type: none"> 1. Class discussion 2. Role play

COURSE REQUIREMENTS

Required Textbooks:

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gallfried, K. (2017). *Direct Social Work Practice Theory & Skills* (10th ed.). Boston, MA: Cengage

O'Hare, T. (2015). *Essential Skills of Social Work Practice: Assessment, Intervention, and Evaluation*.

Class Attendance Policy:

Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of “0” or “F” for the work submitted, assigning an “F” for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

Distance Education Policy:

In compliance with IHL policy and SACSCOC guidelines, MVSU Department of Social Work requires a minimum of 2250 minutes per three semester hour course, regardless of course delivery method, and may include final examination time. The number of weeks must meet federal financial aid requirements.

Syllabi for courses taught on-line or hybrid (partially on-line) must include outlines, calendars, and/or schedules of activities that demonstrate compliance with the 2250 minute requirement.

Department of Social Work Hour Conversion Standards:

Activity	Undergraduate	Graduate
Reading	15 pages per hour	20 pages per hour
Research paper writing	3 hours per page	3 hours per page
Essay writing	1.5 hours per page	1.5 hours per page
Quiz/exam	1 minute per multiple choice 2 minutes per short answer	1 minute per multiple choice 2 minutes per short answer
Exam study time	4 hours	4 hours
Threaded discussion	120 minutes per thread	120 minutes per thread
Group work	Number of minutes of interaction among group members	Number of minutes of interaction among group members

These conversion standards are adopted and set by the Department of Social Work and approved by the Chair. Use of any other standards must be presented to the department and approved by the Chair.

Make-Up Examination Policy:

No make-up exams, NO EXCEPTIONS.

Teaching/Learning Strategies:

The teaching/learning strategies used in this course include the following activities:

1. The Lecture - This format is used for presentation of new material and knowledge.
2. Student Discussions- Students must demonstrate an ability to critically discuss course content and generalist practice methods.
3. Role plays, mock interviews and other experiential exercises.
4. Exams – Students performance on exams will exemplify the extent to which students have mastered the course content.
5. Supplemental materials – Students will use the supplemental material and suggested textbooks to enhance the overall course learning experience. Theoretical and conceptual material is presented and discussed and then students are given the opportunity to practice

and demonstrate skills via role play and Power Point presentations. Feedback from peers and instructor will be utilized to begin to “fine-tune” learned skills.

Required Tasks/Activities:

Special Assignments

- 1. Research Paper: (November 13 - worth 100 points)** Students will be assigned a practice topic. The student is to write a paper on the assigned topic. The paper will be a minimum 15 pages in length (not including cover page and references). Please see rubric for details of the research papers.
- 2. Group Presentations: (worth 100 points)** Students will be assigned to groups to present on specific topics presented in Thomas O’Hare’s book. Each presentation must be a minimum of 30 minutes in length. The presentation will include information presented by O’Hare and other resources on the topic.
- 3. Direct Practice: (worth 50 points)** Students will participate in 2 role plays then write a one-page self-assessment of their participation for each role play, answering the questions;
 1. Did your bias appear?
 2. How do you feel about the issue? (were you knowledgeable about the issue or did you learn something new?)
 3. How capable did you feel working with the client and their issue?
 - a. with **Individuals Project (September 11, worth 50 points)** - This will be an in-class role play presentation allowing students to demonstrate generalist practice skills needed to work with individuals in various social work settings. Role playing and critiquing will be utilized to assist the student in self-assessment of their skills in this area.
 - b. with **Families Project (September 25, worth 50 points)** - This will be the second in-class group presentation exercise utilizing vignettes and role-play to allow the student to practice skills needed to engage families in the planned change process. Role playing and critiquing will be utilized to assist the students in the self-assessment of their own skills in this area.
- 4. Mid-term Exam (October 2 – worth 100 points)** – The mid-term exam will cover all material cover to this point.
- 5. Final Exam (December 4 - worth 100 points)** - The final exam will cover all assigned readings and material cover in the class throughout the semester.

Submission of Assignments

Student must proofread the material prior to submission of the assignment. Students must also arrange materials in a logical order along with a title page and references if required.

Submission of Work on Blackboard: Scheduled assignments due on Blackboard **MUST** be completed and successfully submitted through the Blackboard Assignment Tool by due date and time. Assignments automatically become unavailable as the due date/time expires. All Blackboard assignments **MUST** be keyed using MS Word (saved as a .DOC file); and multiple submissions will **NOT** be allowed.

Students are expected to submit assignments by the designated due date. Failure to submit assignment by the designated date will result in a grade of "0" for that assignment.

Technical Problems

If you experience technical/computer difficulties (need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems related to Blackboard), contact **MR. MACK PENDLETON at 662.254.3114** as well as your instructor.

Disabilities Statement

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mr. **Billy Benson, Jr.** via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

Performance Standards/Grading Policy

Evaluation Procedures:

Role Play	2 @ 50 pts each	=	100
Research Paper	100 pts.	=	100
Mid-term Exam	100 pts.	=	100
Group Presentation	100 pts	=	100
Final Exam	100 pts.	=	100
Total		=	500

Grading Scale:

A	450 >	90%
B	400 – 449	80%
C*	350 – 399	70%
D**	300 – 349	60%
F	Below 200 <	50%

***While a grade of “C” is passing, a student may not make more than two Cs in the Program.**

****A grade of “D” is failing.**

COURSE ACTIVITIES:

Week 1 8/21 245 mins	Class Meets 6 – 8:40pm Required reading: MSW Student handbook NABSW code of ethics NASW Code of ethics Hepworth, et al, Chapters 1 & 2
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	-Course Overview – Discussion of Assignments
Week 2 8/28 200 mins	Class Meets 6 – 8:40pm Required readings: Hepworth, it el, Chapters 3 & 4 The helping process & Operationalizing GIM handout Assign practice research topics
Week 3 9/4 120 mins	Required readings: Hepworth, it el, Chapters 5 & 6 Building Block of Communication Verbal and non-verbal skills
Week 4 9/11 230 mins	Class Meets 6 – 8:40pm Required readings: O’Hare, Chapters 1, 2 & 3 Part 1: Conceptual Foundations of Essential Social Work Practice Skills Individual Role Play
Week 5 9/18 220 mins	Required readings: Hepworth, it el, Chapters 7 & 8 Eliminating Counterproductive communication Assessment: Exploring & understanding problems and strengths Individual Role Play Self-assessment due
Week 6 9/25 420 mins	Class Meets 6 – 8:40pm Required readings: O’Hare, Chapters 6, 8 & 9 Therapeutic Coping Skills Adult disorders: schizophrenia, Mood & anxiety disorders Adult Disorders: Substance use & Personality Disorders Family Role Play
Week 7 10/2 90 mins	Mid-term exam Family Role Play Self-assessment due
Week 8 10/9 300 mins	Required readings: Hepworth, it el, Chapters 9 & 10 Assessment: Intrapersonal, Interpersonal, and Environmental Factors Assessing Family Functioning in Diverse Family and Cultural Contexts O’Hare, Chapters 11 & 12 Internalizing disorders of childhood and adolescence Externalizing disorders of childhood and adolescence
Week 9 10/16 360 mins	Class meets 6 – 8:40pm Required readings: Hepworth, it el, Chapters 11 & 12 Forming and Assessing Social Work Groups Developing Goals and Formulating a contract Group Presentations
Week 10 10/23 420 mins	Required readings: Hepworth, it el, Chapters 13, 14 & 15 Planning and Implementing Change-Oriented Strategies Developing resources, advocacy, and organizing as Intervention Strategies Enhancing Family Functioning and Relationships

Week 11 10/30 580 mins	Class meets 6 – 8:40pm Required readings: Hepworth, et al, Chapters 16, 17, 18 Intervening in Social Work Groups Additive Empathy, Interpretation and Confrontation Managing Barriers to Change Group Presentations
Week 12 11/6 60 mins	Required readings: Hepworth, et al, Chapters 19 Evaluation and termination
Week 13 11/13 700 mins	Class meets 6 – 8:40pm Group Presentations Research paper due
Week 14 11/19-25	Fall Break/ Thanksgiving Holiday
Week 15 11/27 180 mins	Course Wrap-up & Review
Week 16 12/4 180 mins	Final Exam Total course minute 4305

GRADING RUBRIC

SW 500-01 - Social Work Practice 1 Research Paper

Research Paper: (November 13 - worth 100 points) Students will be assigned a practice topic. The student is to write a paper on the assigned topic. The paper will be a minimum 10 pages in length (not including cover page and references). Please see rubric below for details of the research papers.

Description	Points	Comments
Introduction	10 maximum points	(points are lost for grammar and spelling in each section)
What is it? a. Name b. Symptoms c. Prevalence d. Age of Onset	20 maximum points	
How is it diagnosed? a. Assessment b. Diagnosis requirements c. Who can diagnose	25 maximum points	
How is it treated? a. Therapies b. Medications c. Who treats d. Best practices	25 maximum points	
Conclusion a. Summary b. Opinion	10 maximum points	
References a. 1 – 5 b. 6 - 10	10 maximum points	

Additional comments:

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