

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SPRING 2015-2016
SW 330 Social Work Practice I**

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:

Course Prefix and Number: SW 330-01

Course Title: Social Work Practice I

Days, Time and Location of class: Sutton Administration Building

Professor:

Office Location: William Sutton Administration Suite 218

Office Hours:

Office Phone Number:

Main Office Number 662-254-3365

Email Address:

Prerequisite: SW 210 Introduction to Social Work

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

CATALOG COURSE DESCRIPTION

The study of generalist social work practice model with an emphasis on micro systems.

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:

- ❖ Engagement
- ❖ Assessment
- ❖ Planning
- ❖ Implementation
- ❖ Evaluation
- ❖ Termination
- ❖ Follow-up

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 religious beliefs within populations with a special focus on differential assessment and intervention techniques are stressed throughout the course.

DEPARTMENT OF SOCIAL WORK/BSW 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 Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students 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.

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BSW PROGRAM GOALS

1. Educate students for entry level social work positions for generalist 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 which incorporates the values and ethics of the profession.

COMPETENCIES

EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.

EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments.

EPAS Competency: 2.1.4 Engage diversity and difference in practice.

EPAS Competency: 2.1.5 Advance human rights and social and economic justice.

EPAS Competency: 2.1.6 Engage in research-informed practice and practice-informed research.

EPAS Competency: 2.1.7 Apply knowledge of human behavior and the social environment.

EPAS Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.

EPAS Competency: 2.1.9 Respond to contexts that shape practice.

EPAS Competency: 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Rural Competency: 2.1.11: Use interventions that recognize the needs and strengths present in rural communities.

Rural Competency: 2.1.12: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
2.1.1. Identify as a professional social worker and conduct oneself accordingly.	<ul style="list-style-type: none"> a. Advocate for client access to the services of social work; b. Practice personal reflection and self-correction to assure continual professional development; c. Attend to professional roles and boundaries; d. Demonstrate professional demeanor in behavior, appearance, and communication. 	<ul style="list-style-type: none"> 1. Role Plays 2. Oral Presentations 3. Exams 4. Class discussions 5. Case Studies
2.1.2. Apply social work ethical principles to guide professional practice.	<ul style="list-style-type: none"> a. Recognize and manage personal values in a way that allows professional values to guide practice; b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics; c. Tolerate ambiguity in resolving ethical conflicts; and d. Apply strategies of ethical reasoning to arrive at principled decisions. 	<ul style="list-style-type: none"> 1. Role Plays 2. Oral Presentations 3. Exams 4. Class discussions 5. Case Studies
2.1.3. Apply critical thinking to inform and communicate professional judgments.	<ul style="list-style-type: none"> 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; and c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. 	<ul style="list-style-type: none"> 1. Role Plays 2. Oral Presentations 3. Exams 4. Class discussions 5. Case Studies

<p>2.1.4. Engage diversity and difference in practice.</p>	<p>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; c. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and d. View themselves as learners and engage those with whom they work as informants.</p>	<ol style="list-style-type: none"> 1. Role Plays 2. Oral Presentations 3. Exams 4. Class discussions 5. Case Studies
<p>2.1.5. Advance human rights and social and economic justice.</p>	<p>a. Understand the forms and mechanisms of oppression and discrimination; b. Advocate for human rights and social and economic justice; and c. Engage in practices that advance social and economic justice.</p>	<ol style="list-style-type: none"> 1. Role Plays 2. Oral Presentations 3. Exams 4. Class discussions 5. Case Studies
<p>2.1.7. Apply knowledge of human behavior and the social environment.</p>	<p>a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; b. Critique and apply knowledge to understand person and environment.</p>	<ol style="list-style-type: none"> 1. Role Plays 2. Oral Presentations 3. Exams 4. Class discussions 5. Case Studies
<p>2.1.10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p>a. Use empathy and other interpersonal skills; b. Assess client strengths and limitations; c. Develop mutually agreed-on intervention goals and objectives; and d. Select appropriate intervention strategies. e. Initiate actions to achieve</p>	<ol style="list-style-type: none"> 1. Role Plays 2. Oral Presentations 3. Exams 4. Class discussions 5. Case Studies

	<p>organization goals;</p> <p>f. Implement prevention interventions that enhance client capacities;</p> <p>g. Help clients resolve problems;</p> <p>h. Negotiate, mediate, and advocate for clients; and</p> <p>i. Facilitate transitions and endings.</p> <p>j. Social workers critically analyze, monitor, and evaluate interventions.</p>	
<p>2.1.11. Utilize appropriate intervention within a rural practice framework.</p>	<p>a. Recognizes the impact of the rural environment on service delivery in rural communities;</p> <p>b. Utilizes knowledge of rural communities to develop appropriate interventions and services for clients in rural communities.</p>	<p>1. Role Plays</p> <p>2. Oral Presentations</p> <p>3. Exams</p> <p>4. Class discussions</p> <p>5. Case Studies</p>

COURSE REQUIREMENTS

Required Textbooks:

Kirst-Ashman, K., & Hull, G. (2010). *Understanding generalist practice* (6th ed.). Belmont, CA: Brooks/Cole.

Rath, T. (2007). *Strengths finder 2.0*. New York: Gallup Press.

Supplemental Texts:

O'Hare, Thomas (2009). *Essential skills of social work practice: Assessment, intervention and evaluation*. Chicago: Lyceum Books

Children in the States: Mississippi (July 2015)
 Children's Defense Fund
www.childrensdefense.org

NASW Code of Ethics (1996, 2008)
 National Association of Social Workers
www.socialworkers.org

NASW Standards for Social Work Practice in Child Welfare
National Association of Social Workers
www.socialworkers.org

Thomlison, B. (2016). *Family assessment handbook* (4th ed.) Belmont, CA:
Brooks/Cole/Cengage.

Class Attendance Policy:

Class attendance is required. 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.

Make-up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

Required Tasks/Activities:

1. **Direct Practice with Individuals and Families Role Plays.** (300 points)
2. **Quizzes.** (300 points)
Students will be expected to know and understand the components of the Generalist Intervention Model (GIM). The planned change steps included in this model are engagement, assessment, planning implementation, evaluation, termination, and follow-up (See Kirst-Ashman & Hull, p, 36). Students will take quizzes on Chapters 5 – 8 as a demonstration of concepts learned.
3. **Summative Project Group Presentation.** (300 points)

Evaluation Procedures:

Assessment: The instructor will evaluate student performance using the following tools:

Role Play Assignment		=	300
Quizzes		=	300
Group Presentation		=	300
Attendance and Participation		=	100
Total		=	1000

Performance Standards:

Grading Scale:

A	900 - 1000
B	800 - 899
C*	700 - 799
D**	600 - 699
F	Below 599

*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

AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)

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. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

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.

COURSE ACTIVITIES

Week 1	-Course Overview – Discussion of Assignments The Department of Social Work’s Definition of Social Work Practice The Department of Social Work’s Framework of Rural Social Work Practice – Page 7 of the Student Handbook (online) Groups and Topic Selection for Presentation Assignment	Class Discussion
Week 2	Introducing Generalist Practice Chapter 1 - Kirst-Ashman & Hull	Class Discussion
Week 3	Micro Practice Skills – Working with Individuals Chapter 2 – Kirst-Ashman & Hull	Class Discussion
Week 4	Ethics in Social Work Practice Chapter 11 of Kirst-Ashman & Hull Additional Readings: NASW Code of Ethics and National Association of Black Social Workers Code of Ethics	Class Discussion
Week 5	Micro Practice Skills – Understanding Families & Working with Families Chapter 9 – Kirst-Ashman & Hull	Class Discussion
Week 6	Micro Practice Skills – Working with Families Chapter 10 – Kirst-Ashman & Hull	Class Discussion
Week 7	Engagement and Assessment in Generalist Practice Chapter Quiz	Assessment
Week 8	Planning Generalist Practice – Contracting and Implementing Plan Chapter Quiz	Class Discussion
Week 9	Break – NO CLASSES	
Week 10	Implementation in Generalist Practice Chapter 7 – Kirst-Ashman & Hull	Class Discussion
Week 11	Chapter 7 Quiz	Assessment

Week 12	Evaluation, Termination and Follow-Up in Generalist Practice Chapter 8 – Kirst-Ashman & Hull	Class Discussion
Week 13	Chapter 8 Quiz	Assessment
Week 14	Case Management Skills: Recording and Balancing the Case Load Assigned Readings	Class Discussion
Week 15	Role Play – Direct Practice with Individuals and Families Strengths Finder – Identifying Your Strengths Group Presentations	Role-Play Exercises Group Presentation
Week 16	Finals Exam: Date and time TBD	Assessment

BIBLIOGRAPHY

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- Freeman, E.M. (2008). Methods of practice interventions in The Encyclopedia of Social Work (20th Edition). Oxford University Press.
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- Hernandez, V.R. (2008). Generalist and advanced generalist practice in The Encyclopedia of Social Work (20th Edition) Oxford University Press.
- Jordan, C. (2008). Assessment in The Encyclopedia of Social Work (20th Edition). Oxford University Press.
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- McNutt, J. (2008). Social work practice: History and evolution in The Encyclopedia of Social Work (20th edition). Oxford University Press.
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- Randall, A.D. & DeAngelis, D. (2008) Licensing in The Encyclopedia of Social Work (20th Edition). Oxford University Press.
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- Reamer, F. (2008). Ethics and values in The Encyclopedia of Social Work (20th Edition). Oxford University Press.