

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
MSW PROGRAM  
SW 501 SOCIAL WORK PRACTICE II**

**This syllabus is intended to serve as a guide for this course.**

Academic Term and Year:	Spring 2013
Course Prefix and Number:	SW 501.01
Course Title:	Social Work Practice II
Credit Hours	3
Days, Time and Location of Class:	Monday, 6:00 PM – 8:40 PM William Sutton Administration Building
Professor:	Dr. Cynthia P. Honore'-Collins
Office Location:	Social Work Suite 2 <sup>nd</sup> floor William Sutton Administration Building
Office Hours:	Monday: 4:00 p.m. to 6:00 p.m.; Tuesday: 9:00 a.m. to 12:00 noon, 5:30 p.m. to 6:00 p.m.; Wednesday: 1:00 p.m. to 3:30 p.m., 5:30 p.m. to 6:00 p.m.; & other times by appointment only
Office Phone Number:	662-254-3054
E-Mail:	<a href="mailto:chcollins@mvsu.edu">chcollins@mvsu.edu</a>

**Prerequisite:** SW 500 Social Work Practice I

**Required Technology Skills:**

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

**CATALOG COURSE DESCRIPTION**

**SW 501 Social Work Practice II.** Continuation of Social Work Practice I with emphases on mezzo and macro practice (3).

## **COURSE DESCRIPTION**

The primary purpose of this macro practice methods course is to present students with an opportunity to apply the holistic perspective of generalist social work practice with communities and organizations. Students will examine smaller systems as they connect, interrelate, interact, and are impacted by organizations and communities. In this course students explore and apply generalist practice knowledge, values, and skills to working with multiple level client systems through use and application of the problem solving process, appropriate theoretical concepts, liberal arts base, and other professional foundation course work.

The student will learn to integrate and apply social work knowledge, values and skills to communities and organizations. Students will explore processes used to facilitate change within communities and organizations within the context of generalist social work practice functions in seeking social and economic justice for all client populations.

## **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**

The goals of the Master of Social Work Program are:

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**

1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.

6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. Demonstrate knowledge and skills to apply a bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families.
12. Integrate knowledge of rural values and customs into autonomous social work practice with children and families.

### **EXPECTED PRACTICE BEHAVIORS**

<b>Course Competencies</b>	<b>Course Practice Behaviors</b>	<b>Assessment of Practice Behaviors</b>
2.1.2. Apply social work ethical principles to guide professional practice.	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.	1. Exams 2. Readings 3. Group Participation in social change activity
2.1.3. Apply critical thinking to inform and communicate professional judgments.	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.	1. Exams 2. Readings 3. Group Participation in social change activity
2.1.4. Engage diversity and difference in practice.	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	1. Exams 2. Readings 3. Group Participation in social change activity

	whom they work as informants.	
2.1.5. Advance human rights and social and economic justice.	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.	1. Exams 2. Readings 3. Group Participation in social change activity
2.1.6. Engage in research-informed practice and practice-informed research.	b. use research evidence to inform practice.	1. Exams 2. Readings 3. Group Participation in social change activity
2.1.7. Apply knowledge of human behavior and the social environment.	a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and b. critique and apply knowledge to understand person and environment.	1. Exams 2. Readings 3. Group Participation in social change activity
2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.	a. analyze, formulate, and advocate for policies that advance social well-being; and b. collaborate with colleagues and clients for effective policy action.	1. Exams 2. Readings 3. Group Participation in social change activity
2.1.9. Respond to contexts that shape practice.	a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	1. Exams 2. Readings 3. Group Participation in social change activity
2.1.10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	a1. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; a2. use empathy and other interpersonal skills; a3. develop a mutually agreed-on focus of work and desired outcomes b1. Collect, organize, and interpret client data; b2. assess client strengths and limitations; b3. develop mutually agreed-on intervention goals and objectives; and b4. select appropriate intervention strategies.	1. Exams 2. Readings 3. Group Participation in social change activity

	c1. initiate actions to achieve organization goals; c2. implement prevention interventions that enhance client capacities; c3. help clients resolve problems; c4. negotiate, mediate, and advocate for clients; and c5. facilitate transitions and endings. d. social workers critically analyze, monitor, and evaluate interventions.	
2.1.11. Utilize appropriate intervention within a rural practice framework.	a. recognizes the impact of the rural environment on service delivery in rural communities; b. utilizes knowledge of rural communities to develop appropriate interventions and services for clients in rural communities.	1. Exams 2. Readings 3. Group Participation in social change activity

**COURSE REQUIREMENTS:**

**Required Texts:**

Kirst-Ashman, Karen & Hull, G. *Generalist Practice with Organizations and Communities* (fifth edition). Belmont, CA: Wadsworth Publishing Co.

Alinsky, S. (1971). *Rules for Radicals*. New York: Vintage Books

**Supplemental Texts:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (Latest ed.). Washington, DC: Author.

Beebe, L. (1993). *Professional writing for the human services* (Latest Ed). Washington, D.C.: NASW Press.

Chaskin, R. J., Brown, P., Venkatesh, S., & Vidal, A. (2001). *Building community capacity*. New York: Aldine de Gruyter.

**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. (See page 33 for examples).

**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:**

1. Lectures – Lectures will be used to assist students in relating social work knowledge, skills and values to practice situations.
2. Classroom Discussions – Students will share their understanding of course material with each other and discuss the application of social work knowledge, skills and values to macro social work practice.
3. Class Presentations – Students will give in class presentations that demonstrate their mastery of course content and assigned material. Student will also demonstrate their ability to review and critically analyze professional literature on issues of interest to macro social work practice.
4. Group Project – Students will be required to participate in groups to complete some assignments. Additional discussion of group requirements will be presented in class by the instructor.

**Required Tasks/Activities**

- A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.
- B. Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average.
- C. PowerPoint Presentations: The class will be divided into groups. Each group will be assigned chapters to complete power point presentations about assigned chapter content. PowerPoint presentations are worth 100 points each.
- D. Exams: There will be a mid-term and a final examination, mainly essay questions, based on content presented in the required textbook chapters.

- E. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description in the syllabus or in class handouts.

Late assignments will result in loss of a letter grade for each day the assignment is late.

**Evaluation Procedures:**

**Performance Standards:**

<b>Performance Standards/Grading:</b>			<b>Assessments</b>		
A	450-500	90%			<b>100</b>
B	400-449	80%			
C	350-399	70%			<b>100</b>
D	300-349	60%			<b>200</b>
F	< 349	50%			<b>100</b>
			<b>Total</b>		<b>500</b>

## **AMERICANS WITH DISABILITIES ACT (Special Needs Policy)**

Students who believe that they may need accommodations in this class are encouraged to contact the Americans with Disabilities (ADA) Coordinator at 662-254-3446.

It is the policy of the Department of Social Work to accommodate students with disabilities pursuant to federal and state law. Students, however, must self-identify with the ADA Coordinator at MVSU. Any student registered at the University with a disability and who needs special accommodations should inform the instructor at the beginning of the course.

## SW 501 COURSE SCHEDULE

<p><b>Week 1</b> <b>1/14/13</b></p>	<p>Course Overview            Relationship of Macro Practice to Generalist practice and the Generalist Intervention Model            Introduction to Generalist Practice with Organizations and Communities</p> <ul style="list-style-type: none"> <li>• Generalist Intervention Model</li> <li>• Micro Approach</li> <li>• Mezzo Approach</li> <li>• Macro Approach</li> </ul> <p>What does Generalist practice mean?            Emphases on client empowerment            Assimilation of professional values and ethics            Reading Chapter 1 of Kirst-Ashman &amp; Hull text</p>
<p><b>Week 2</b> <b>Monday, 1/21/13</b></p>	<p><b>MLK Holiday</b></p>
<p><b>Week 3</b> <b>1/28/13</b></p>	<p>Using micro skills in the macro environment            Review of basic micro skills            Appropriate assertiveness in the macro environment            Conflict and its resolution            Working under supervision            Readings:            Chapter 2 of Kirst-Ashman and Hull text</p>
<p><b>Week 4</b> <b>2/4/13</b></p>	<p>Identifying targets for change            Networking            Working in and with teams            Planning and conducting meetings            Parliamentary procedures            Managing conflict            Readings:            Chapter 3: Group Skills for Organization and Community Change            PP Presentation by Group 1 (Chapter 3)</p>
<p><b>Week 5</b> <b>2/11/13</b></p>	<p>Readings:            Chapter 4: Understanding Organizations in Kirst-Ashman and Hull            Defining Organizations, social services, and social agencies            Organizational theory            Social agencies as systems            Viewing organizations for a systems perspective            Nature of organizations            Common problems encountered in organizations            Role Play</p>
<p><b>Week 6</b> <b>2/18/13</b></p>	<p>Readings:            Chapter 5: PREPARE-Decision making for organizational change in organization</p>

	<p>Kirst-Ashman and Hull  Beginning the change process  The process of organization change  PP Presentation by Group 2 (Chapter 5)</p>
<p><b>Week 7</b>  <b>2/25/13</b></p>	<p>Readings:  Chapter 6: How to implement macro intervention: changing agency policy  Kirst-Ashman and Hull text  The planned change process and organizational change  IMAGINE: A process for organizational change  Application of IMAGINE to macro intervention  <b>Role Play</b></p>
<p><b>Week 8</b>  <b>3/4/13</b></p>	<p>Readings:  Chapter 7: IMAGINE-Project implementation and program development  Initiating and implementing a project  Developing a program  Program development: A case example  PP Presentation by Group 3 (Chapter 7)  <b>Mid-term</b></p>
<p><b>Week 9</b>  <b>3/11/13</b></p>	<p><b>SPRING BREAK</b></p>
<p><b>Week 10</b>  <b>3/18/13</b></p>	<p>Readings:  Chapter 8: Understanding neighborhoods and communities  The role of social workers in neighborhoods and communities  Defining community and neighborhood  Using the systems perspective  The community as an ecological social system  Community resource systems  Demographic development in communities  Power in the community  Neighborhoods  Putting it all together: assessing communities and neighborhoods</p>
<p><b>Week 11</b>  <b>3/25/13</b></p>	<p>Readings:  Chapter 9: Macro practice in communities in Kirst-Ashman and Hull text  Change in communities  Perspectives on the communities  Beginning the change process  PREPARE: Assessing potential for community change  IMAGINE: A process for community change  PP Presentation by Group 4 (Chapter 9)</p>
<p><b>Week 12</b>  <b>4/1/13</b></p>	<p><b>EASTER BREAK</b></p>
<p><b>Week 13</b>  <b>4/8/13</b></p>	<p>Readings:  Chapter 10: Evaluating Macro Practice  Overview of evaluation  Purposes of program evaluation  Problems and barriers in program evaluation</p>

	<p>Kinds of evaluations  Ethics and values in evaluation  Chapter 11: Advocacy and social action with populations at risk in Kirst-Ashman and Hull text  Defining advocacy, social action, empowerment, and populations at risk  Legislative advocacy  Social action (Alinsky's social action approach)  Concerns about social action  President Barak Obama and social action  Empowerment</p>
<p><b>Week 14</b>  <b>4/15/13</b></p>	<p><b>MVSU SW Conference (4/12 &amp; 4/13)</b>  Readings:  Chapter 12: Ethics and ethical dilemmas in macro practice in Kirst-Ashman and Hull text  Professional values and ethics in macro context  NASW Code of Ethics  NABSW Code of Ethics  Personal values  Types of ethical issues confronting agency practitioners  Ethical absolutism vs. Ethical relativism  Ethical dilemmas  Reamer's Guide to Ethical Decision Making  Ethical dilemmas in macro contexts  <b>Role Play</b></p>
<p><b>Week 15</b>  <b>4/22/13</b></p>	<p>Readings:  Chapter 13: Working with the courts Kirst-Ashman and Hull text  Functions of professional terminology  Differences between courtroom protocol and social work practice  Presentation in court  Phases in the adjudication process  Stages in the juvenile court process  Developing issues in social work and the law</p>
<p><b>Week 16</b>  <b>4/29/13</b></p>	<p><b>Semester Review</b></p>
<p><b>Week 17</b>  <b>5/7/13</b></p>	<p><b>F INAL EXAMINATION</b></p>

## **Bibliography**

- Basham, A. (2002). School crisis intervention: Building effective crisis management teams. *Counseling and Human Development, 33*,3-6.
- Croxton, T, Jayaratne, S. & Mattison, D. (2002). Client or former client? Implications of ex-client definition on social work practice. *Social Work, 47*, 55.

Mississippi Valley State University  
Department of Social Work

THE ROLE ALCOHOL PLAYS IN  
DOMESTIC VIOLENCE WITHIN ASIAN AMERICAN FAMILIES

A Course Requirement  
Presented in Partial Fulfillment  
of the Requirements for SOWK 501.02  
Social Work Practice II

by  
George Washington  
January 2012

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• **Research and Citation**

• **APA Style**

• **APA Overview and Workshop**

• **APA Formatting and Style Guide**

- General Format
- In-Text Citations: The Basics
- In-Text Citations: Author/Authors
- Footnotes and Endnotes
- Reference List: Basic Rules
- Reference List: Author/Authors
- Reference List: Articles in Periodicals
- Reference List: Books
- Reference List: Other Print Sources
- Reference List: Electronic Sources
- Reference List: Other Non-Print Sources
- Additional Resources
- Types of APA Papers
- APA Stylistics: Avoiding Bias
- APA Stylistics: Basics
- APA Headings and Seriation
- APA PowerPoint Slide Presentation
- APA Sample Paper
- APA Tables and Figures 1
- APA Tables and Figures 2
- APA Abbreviations
- Statistics in APA

- APA Classroom Poster
- APA Changes 6th Edition

- **Giving to the OWL**

## Reference List: Basic Rules

**Summary:** APA (American Psychological Association) is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, 6th edition, second printing.

**Contributors:** Elizabeth Angeli, Jodi Wagner, Elena Lawrick, Kristen Moore, Michael Anderson, Lars Soderlund, Allen Brizee, Russell Keck

**Last Edited:** 2011-02-21 02:10:52

Your reference list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Your references should begin on a new page separate from the text of the essay; label this page "References" centered at the top of the page (do NOT bold, underline, or use quotation marks for the title). All text should be double-spaced just like the rest of your essay.

### Basic Rules

- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.
- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.
- Reference list entries should be alphabetized by the last name of the first author of each work.
- If you have more than one article by the same author, single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.
- Capitalize all major words in journal titles.
- When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word

after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.

- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.
- **Please note:** While the APA manual provides many examples of how to cite common types of sources, it does not provide rules on how to cite all types of sources. Therefore, if you have a source that APA does not include, APA suggests that you find the example that is most similar to your source and use that format. For more information, see page 193 of the *Publication Manual of the American Psychological Association*, sixth edition.