University of Arkansas at Little Rock
School of Social Work
Graduate Social Work Program

SOWK 7301: Foundations of Social Work Practice I
Course Outline
Fall 2014

3 Credits
Prerequisite: Admission to Graduate Social Work Program
Instructor:
Classroom:
Office:
Contact:

I. DESCRIPTION OF COURSE

The Foundations of Practice courses, taught in three courses, help students acquire a basic knowledge of principles, concepts and techniques that characterize a generalist approach to social work practice. Social work practice from a generalist perspective embraces work with all client systems at all levels (i.e., individual, family, group, community and organization) and is concerned with linking clients to resources, facilitating organizational responsiveness to resource systems, advocating for just social policies, affirming culturally competent practice, and researching practice activity.

Social work is conceptualized as a profession driven by knowledge, supported by research, and guided by a formalized set of values and ethical practices. The Foundation of Practice courses promote practice from an ecosystem and strengths perspective, and integrate knowledge from the foundation courses of Human Behavior and the Social Environment, Research, Diversity and Oppression, and Social Welfare Policy. The ecosystems perspective focuses on assessing and enhancing the dynamic interaction between people and their environments. The ecosystems, strengths, and empowerment perspectives underscore the belief that social work seeks to influence changes in the environment, as well as other systems.

The Foundation of Practice courses build on students’ undergraduate level liberal arts background that includes the behavioral and social sciences, art, and humanities. The liberal arts background is a requisite basis for critical thinking.

The Foundations of Social Work Practice I course focuses on social work’s professional knowledge and value base, the helping process, establishing relationships with client systems, interviewing, assessment, goal setting, and contracting.
II. OBJECTIVES OF COURSE

Course Objectives:

1. Analyze social work practice from the following perspectives: generalist, ecological, strengths and empowerment as well as cultural diversity (content for competencies #7, practice behavior 7.1; practice behavior 3.2 for competency #3).

2. Arrive at a professionally appropriate conclusion to the solution of ethical dilemmas posed in social work practice situations that involve social work values and ethics, especially the social contract between individual self-determination and distributive justice for the common good. Students will apply the NASW Code of Ethics as well as the Arkansas Social Work Board Laws and Regulations and other social work principles and standards, as the International Federation of Social Workers (content for competency #2, practice behaviors 2.1, 2.2 & 2.3).

3. Identify and analyze social work practice situations where conflict may exist between personal and professional values (practice behaviors 1.1, 1.2 for competency #1).

4. Through the critical analysis of case situations, identify the effects of race/ethnicity, culture, poverty, classism, gender and sexual orientation, religion/spirituality, disabilities and age on social work practice and the empowerment of client systems (practice behaviors 2.1, 2.3 & 3.2 for competencies 2 & 3).

5. Identify and develop the skills that support the elements of the helping process (i.e., engagement, assessment, contracting/planning, implementation, evaluation and follow-up) (content for competency #10, practice behaviors 10.1-10.11).

6. Conduct and write a professional assessment of an individual client system incorporating a generalist ecosystem and strengths perspective; practicing effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (practice behavior 3.4 for competency #3; 7.1 for competency #7).

7. Formulate a contract with a client system incorporating goals, roles, interventions, time, evaluation of progress, contract renegotiation, and housekeeping items (practice behavior 3.3 for competency #3; content for competency #10, practice behaviors 10.5-10.1).
III. UNITS, CONTENT, and REQUIRED READING ASSIGNMENTS

UNIT I: Introduction to Course
Class 1:

Objective:
1. Identify as a professional social worker (obj 1)
   -- Attending to professional roles and boundaries

Topic: Generalist Social Work Practice

Review of Course Outline/ Getting to Know One Another
Competency-Based Values, Knowledge, and Skills
Social Work Values and Purpose
Ecological Systems Model
Social Work Functions and Roles
Need for Critical Thinking Skills
Planned Change: Generalist Intervention Model (Engagement, Assessment, Planning, Implementation, Evaluation, Termination, Follow-Up)

Reading: (Reading assignment to be completed prior to class)


NASW Code of Ethics
http://www.socialworkers.org/pubs/codenew/code.asp

UNIT II: Social Work Practice Perspectives

Objective:
1. Identify as a professional social worker (obj 1)
   -- Practicing personal reflection and self-correction
   -- Attending to professional roles and boundaries

2. Making ethical decisions (obj 2)
   -- Applying NASW Code of Ethics
   -- Tolerating ambiguity
   -- Applying strategies of ethical reasoning

3. Apply critical thinking (obj 3)
-- Analyze models of assessment and intervention through the problem solving vs. strength's perspective
-- Come to well-reasoned conclusions and solutions

4. Apply HBSE (obj 4)
-- Utilize theories and models of practice as guidance of practice behaviors

**Class 2:**
**Topic:** Direct Practice/ Social Work Values and Ethics

Steps in Generalist Social Work
Personal and Professional Ethics
NASW Code of Ethics

**Reading:** (Reading assignment to be completed prior to class).


**Class 3:**
**Topic:** Social Work Values and Ethics and Operationalization

Theory and Practice of Ethics
Personal and Professional Values
Modeling Ethical Decision Making
Ethical Dilemmas

**Reading:** (Reading assignment to be completed prior to class).


[http://www.arkansas.gov/swlb/laws_regs.html](http://www.arkansas.gov/swlb/laws_regs.html) (when you get to website, click social work regulations)

Class 4:

**Topic: Diversity, Multiculturalism, & Competence in a Multicultural World**

- Ethnocentrism
- Diversity Variables (race/ethnicity, class, gender, age, religion, ableism [disability], etc.)
- Norms
- Social Control
- Culture and Society
- Multiculturalism in a Globalized World

**Reading:** (Reading assignment to be completed prior to class).

- International Federation of Social Workers  http://www.ifsw.org (look at site)
- NASW Evidence Based Social Work (2009)  
  http://www.socialworkers.org/research/naswResearch/0108EvidenceBased/default.asp
- NASW Standards of Practice for Cultural Competence  

(see power points for multiculturalism; see chapter 1 Hepworth for social work competencies)

Class 5:

**Topic: Strengths Perspective**

- Strengths or Problems: Two Approaches
- Assumptions about Power
- Learning from Clients
- Strengths and the Ecological Framework
- Applications

**Reading:** (Reading assignment to be completed prior to class).


UNIT III: Developing Engagement through Active Listening and Assessing

Objective
1. Identify as a Professional Social Worker (obj 1)
   -- Practice personal reflection and self-correction
   -- Attend to professional roles and boundaries

2. Apply HBSE (obj. 4)
   -- Utilize theories and models of practice to guide the processes of problem identification and assessment

2. Engage with individuals (obj 5a)
   -- Use empathy and other interpersonal skills
   -- Develop a mutually agreed-on focus and desired outcomes

3. Assess with individuals (obj 5b)
   -- Collect, organize and interpret client data
   -- Assess client strengths and needs

4. Apply critical thinking (obj 3)
   -- Demonstrate effective written communication in working with individuals

Class 6:
Topic: Communication: Developing Empathy & Authenticity

Planned Change: Generalist Intervention Model (Engagement, Assessment, Planning, Implementation, Evaluation, Termination, Follow-Up)
Confidentiality
Informed Consent
Development of Rapport
Purpose of Interview
Respect
Empathy
Setting Limits

Reading (Reading assignment to be completed prior to class).

Class 7-8:
Topic: Verbal Following, Exploring, and Focusing Skills

- Nonverbal/ Verbal Communication
- Paraphrasing and Summarizing
- Responding to Thoughts and Feelings
- Empathy

Reading: (Reading assignment to be completed prior to class).


Class 9 - 10:

Topic: Assessment

- Multidimensionality
- Assessment vs Diagnosis
- Bio-psycho-social-spiritual
- Strengths and Cultural Competence
- Problem Solving or Solution Focused

Reading: (Reading assignment to be completed prior to class).


Arkansas Child Maltreatment Act

Arkansas Child Protective Services/Mandated Reporting

Arkansas Elder Abuse/Mandated Reporting
UNIT IV: Developing Goals, Formulating a Contract and Change Implementation

Objectives:

1. Apply HBSE (obj 4)
   -- Utilize theories and models of practice to guide intervention development and deployment

2. Apply critical thinking (obj 3)
   -- Come to well-reasoned conclusions and solutions, implement plan of action
   -- Demonstrate effective written communication in working with individuals

3. Intervene with individuals (obj 5c)
   -- Develop mutually agreed-on intervention goals and objectives
   -- Select appropriate intervention strategies
   -- Implement appropriate prevention and intervention strategies
   -- Help client resolve problems; re-evaluate and refine goals
   -- Negotiate and advocate for clients
   -- Critically analyze interventions

Class 11 - 12:

   Topic: Developing Goals and Formulating a Contract

Definition of a Goal
Goals and Types of Clients
Negotiating Goals
Measurement and Evaluation
Planning and Implementation
Contracts

Reading: (Reading assignment to be completed prior to class).


Class 13:

**Topic: Planning and Implementing Change-Oriented Strategies**

Case Planning/Case Management Definitions
Basic to Generalist Social Work
Models and Techniques of Practice (task, crisis, cognitive behavior, solution-focused, case management)

**Reading** (Reading assignment to be completed prior to class).


**UNIT V.**

**Objectives:**

1. Evaluate with individuals (obj 5c,d)
   -- Facilitate transitions and endings
   -- Critically evaluate interventions

2. Apply critical thinking (obj 3)
   -- Review plan of action and reflect upon result
   -- Demonstrate effective written communication in working with individuals

**Class 14: Evaluation and Termination**

**Topic:**

**Planned Change: Generalist Intervention Model (Engagement, Assessment, Planning, Implementation, Evaluation, Termination, Follow-Up)**
Feedback to Client/from Client
Evaluation
Termination
Follow-Up (as needed)

**Reading:** (Reading assignment to be completed prior to class).

Hepworth, Rooney, Rooney, Strom-Gottfried and Larsen (2013), *Direct social work practice* (9th ed.). Chapter 19

**Class 15: Class Review and Evaluation**

Review for Assessment (part 3: Case Planning)
Class Evaluation

**Take Home Final** (Last part of Individual Assessment)

Note: There are PowerPoint notes for all Hepworth chapters. Articles will be in Blackboard. For websites: Copy/paste onto your browser.

**IV. TECHNIQUES OF INSTRUCTION**

All students are required to have access to a personal computer. If you do not own a computer, computers are available for your use throughout the UALR campus (Cyber Café, Donaghey Student Union, Student Lounge, School of Social Work, Computing Services Lab, Ottenheimer Library).

There will be a variety of teaching methods that will be utilized including: both instructor and student-lead lectures and discussions; self-reflection and ethical dilemma papers, video based discussions, written dialogues and role plays; written reports (group and family assessments; contracting/ goals and objectives), a possible field trip and/or speaker

We will use Blackboard for all e-mail communication, power points and journal articles. Plan to check your Blackboard several times a week for postings. **Assignments should be submitted on time through Blackboard.** Class work and quizzes CANNOT be made up without an authorized excuse (as from ULAR, a doctor’s note, the court, etc.). In extraordinary circumstances it is up to the discretion of the instructor to allow other arrangements for assignments.

**V. REQUIRED TEXTBOOKS**

**Required:**

Recommended (not required):

Hepworth, ….Direct Social Work Practice Website (2013):
www.cengage.com/social_work/Hepworth
Additional learning tools (glossary terms, chapter outlines, relevant Web link, chapter practice quizzes).

N.Y. Springer Publishing Co.

Pearson Education, Inc.


Online Writing Resources:

Guide to Grammar and Writing http://grammar.ccc.commnet.edu/grammar/
Purdue Owl (Purdue Online Writing Lab) owlapa.com

VI. WRITTEN ASSIGNMENTS

In General

A critical component of your professional development is learning to express yourself clearly in all written and verbal communication. Written assignments are expected to be coherent, adhere to writing conventions and demonstrate accuracy in spelling. Writing coherence, clarity and organization as well as adherence to writing conventions and accuracy in spelling will constitute part of your grade in all written assignments. If you feel you need help developing your writing skills, please speak to me and/or take advantage of the Writing Center on campus. Also review the online site, as well as the book on APA Style for Social Work. Both are listed above.

Note: You will be given both a writing and a content grade for all written work.

Writing Grade (20%): Spelling, grammar, sentence composition, clarity

Content Grade (80%): Explanations/descriptions, critical thinking (conceptual thinking, understanding theories and perspectives, following directions, organization).
All written assignments must be submitted by the time they are due, preferably through Blackboard. Late assignments: see grading section. The professor will review drafts for students up until a week before the date an assignment is due. The use of non-sexist/non-biased language is requested in written assignments and class discussions. Guidelines regarding non-sexist, non-biased language are in the *Publication Manual of the American Psychological Association* (6th rd.). Available in the UALR Bookstore or Ottenheimer Library.

Note:
Work handed in after due date: Discretion of Professor if any credit to be given.

Specific Written and Oral Assignments

1. Short Assignments
   a) Self - Reflective Short Paper  (Just the Facts Ma’am)

   Personal values and ethics and how they interact with social work values and ethics. What happens when your personal values and professional social work values conflict?

   b) Dialogues and/or Role Plays

   Written dialogues and in-class role plays between the social work intern and client will be developed from scenarios given out.

   c) Discussion Leader

   Each class member will take one research or theoretical reading, summarize it in a one page handout and lead the class discussion.

2. Ethical Dilemma Paper

   Using Elaine Congress' ETHIC model, students will take a given scenario and analyze the ethical dilemma from a variety of both inter-personal and environmental perspectives at the micro, mezzo and macro structural levels. What are the main ethical issues according to the NASW Code of Ethics and the Arkansas Social Work Board: Laws and Regulations? What possible hypotheses could be developed to resolve this dilemma? Who is the most vulnerable and most likely to benefit from each hypothesis? Finally, what are the avenues for consultation as part of the resolution process?

3. Individual Assessment (Parts 1 and 2)
You will be asked to write an individual assessment of a client, preferably from your Foundation Year internship. **If you are NOT in an internship please let the instructor know as soon as possible.**

4. Individual Assessment: Contract, Goals and Objectives (Part 3)

You will be asked, as a generalist social worker, to formulate the goals and objectives for a specific case with the emphasis on the case management of that case at the micro, mezzo and macro structural levels. Because this is Foundations I, the emphasis will be on the micro level and how the other two structural levels (mezzo and macro) relate to the individual client.

VII. METHOD OF EVALUATION

Students are accountable for all assigned readings. Please submit papers through Blackboard.

Late work is not accepted unless you have previously made an arrangement with the instructor and only with approved documentation.

20% of all written work is a global writing grade which includes: spelling, grammar, sentence construction, formatting, following APA Style.

80% of all written work is a content grade which includes: organization, following direction, conceptual/theoretical understanding, complete answers, descriptions and examples as needed. Larger assignments may be further divided, with each question getting a separate content grade.

At the top of the grading page will also be a summary of strengths and weaknesses of the written assignment.

VIII. GRADING SCALE

This class will be based on a point system, where 600 points = 100%.

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Short Assignments</td>
<td>150</td>
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<td>Quizzes</td>
<td>150</td>
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<tr>
<td>Ethical Dilemma</td>
<td>50</td>
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<td>Assessment.</td>
<td>150</td>
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<td>Case Management</td>
<td>100</td>
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600 100%

GRADING SCALE BASED ON POINTS AND PERCENTAGES
<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>600 - 552</td>
<td>100 - 92 = A</td>
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<tr>
<td>551 - 492</td>
<td>91 - 82 = B</td>
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<td>491 - 432</td>
<td>81 - 72 = C</td>
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<td>&lt; 432</td>
<td>71 or below = F</td>
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</tbody>
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Points needed for each grade: (out of 600 points = 100%). Check your points periodically on Blackboard.

You need the points to get the grade!
Grades are given in relationship to points, not percentages.

IX. CLASS ATTENDANCE POLICY

Learning in a professional program is based in large part on the interaction that occurs between the instructor and students in the classroom. Regular attendance at class is an expected professional responsibility of the student. See instructor regarding absences BEFORE you are absent. Absences of greater than 20 percent of the total class time may constitute grounds for course failure.

CELL PHONE POLICY
Please turn-off all cell phones or place your phone on vibrate before entering class.
While we understand the necessity for some students to rely on cell phones, it is a distraction and annoyance when it unexpectedly rings during a class session.

X. HONOR CODE

All students registered for courses in the School of Social Work are expected to adhere to the rights, responsibilities, and behavior as articulated in both the UALR Student Handbook and the NASW (National Association of Social Workers) Code of Ethics. An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. This commitment insures that a student of the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby affirming personal honor and integrity.
Students are required to cite the use of any materials written by others in all written assignments. **Plagiarism is the presentation of someone else's ideas or work as one's own. This includes using ideas, words, or phrases without proper attribution. Students found plagiarizing are subject to the penalties outlined in the Student Handbook, which may include a failing grade for the work in question or for the entire course.**

For more information on plagiarism and proper citation see the web sites listed below. You are expected to read and review these cites and make sure that you know how to properly annotate the ideas or work of others. If you need help please see me or obtain assistance from the Writing Center.

http://www.ualr.edu/copyright/articles/?ID=5

http://www.ualr.edu/copyright/articles/?ID=4

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#plagiarized

http://www.ualr.edu/copyright/?ID=2

http://www.lib.unc.edu/instruct/infoethics/index.html

**XI. DISABILITY SUPPORT SERVICES**

**Students with Disabilities:**
Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at www.ualr.edu/disability.
There are also short assignment due dates, which will be given in class.

There may be updates to this Course Outline.

Discussion Leadership will take place throughout the semester. Each student will have one article to summarize, lead the discussion

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Due Dates</th>
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<tr>
<td>1</td>
<td>Aug.</td>
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<td>2</td>
<td>Aug.</td>
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<td>3</td>
<td>Sept.</td>
<td>Labor Day (No Classes)</td>
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<td>Sept.</td>
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<td>4</td>
<td></td>
<td>Ethical Dilemma</td>
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<td>5</td>
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<td>Just the Facts Ma'am</td>
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<td>6</td>
<td>Sept.</td>
<td>Quiz 1 (weeks 1-5)</td>
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<td>8</td>
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<td>Dialogue 1</td>
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<td>Fall Break (No Classes)</td>
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<td>Dialogue 2</td>
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<td>Last day to drop an individual class (by 5 pm)</td>
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<td>10</td>
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<td>Quiz 2 (weeks 6-10)</td>
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<tr>
<td>11</td>
<td></td>
<td>Assessment Draft (Part 1)</td>
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<td>12</td>
<td>Nov.</td>
<td>Assessment Draft (Part 2)</td>
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<td>13</td>
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<td>Final Assessment (Parts 1 &amp; 2)</td>
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<td>14</td>
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<td>Quiz 3 (weeks 11-14)</td>
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<td>15</td>
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<td>Thanksgiving Holiday (Nov. 27- Dec.1) (No Classes)</td>
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<td>16</td>
<td>Dec.</td>
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<td>17</td>
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<td>Last day to withdraw from semester (by 5 pm)</td>
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<td>Case Planning Report (Assessment, Part 3)</td>
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F I Student-Professor Contract          SOWK 7301    Fall 2014

Instructor: _______________________

Student Name________________________        Alternate name? ___________

Best way to reach you: E-mail Address__________________
                        Phone________________________
                        Address_____________________________________________

Experience in helping professions:

What you hope to learn in this class:

What you can offer this class

I have read/understand the Course Outline for this class and agree to abide by its requirements.

_____________________________________________________________

Please hand in class with a hard copy no later than the second week of class.