

2014-2015 LONG SIGNATURE SHEET



Proposal Number: SOWK 1-5-15
 Proposal Title: *Changes to Advanced Courses in the MSW Curriculum*
 Originating Department: *Social Work*

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE _____ **XX** UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
1/14/15	1/15/15	1/18/15	Approved	<u>DEPARTMENT CHAIR</u> [print name here:] Vivian B Lord
01/08/15	02/10/15	02/16/15	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:] SUSAN MCCARTER
2.17.15	2.17.15	3.13.15	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:]
3/16/2015	3/16/2015	3/16/2015	Approved	<u>COLLEGE DEAN</u> [print name here:] Jane B. Neese
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs)
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)</u>
3-16-15	4-7-15	5-5-15	Approved	<u>GRADUATE COUNCIL CHAIR (for graduate content)</u> ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

To: Alan Freitag, PhD, Chair of the Graduate Council

From: Robert Herman-Smith, PhD, MSW Program Director

Date: January 5, 2015

Re: Changes to the MSW Curriculum

Please consider this request for course changes to the MSW Curriculum. There are **eight** major changes.

1. We propose splitting one course SOWK 7125 Advanced Social Work Practice with Groups and Families into two courses, one dealing with groups and one dealing with families. We created this course two years ago and have found that there is too much material to cover in one course. We will delete one elective to make room in the curriculum for the additional course.
2. We propose moving one course SOWK 6212 Advanced Social Work Intervention with Individuals from the second semester of the first year to the first semester of the second year. *This follows from a suggestion made by our accrediting agency (Council on Social Work Education) during a requested consultation.* We recommend changing the course number from 6212 to 7122 to reflect the fact that the course is requires advanced skill.
3. We propose changes to the course description for SOWK 6121 Social Work: Theory and Practice, SOWK 6141 Foundations of Social Work, and SOWK 6252 Mental Health Assessment to better reflect the kinds of skills the course should help students build.

4. We propose a new elective course called SOWK 7030 Trauma and Recovery: Theory and Intervention.
5. We propose a new elective course called SOWK 7035 Social Work with HIV and AIDS
6. The Department of Social Work is now the School of Social Work effective September 25, 2014. We would like to make changes in the catalog copy to reflect this change.
7. Change the Prerequisite for SOWK 7015 Child Welfare from Permission of the Instructor to Permission of the MSW Program Director or the Instructor.
8. Eliminate SOWK 6242 Advocacy and Policy Change from the Advanced Standing MSW curriculum.

I. HEADING

University of North Carolina at Charlotte
Revised, Graduate
Changes to Advanced Courses in the MSW Curriculum

PROPOSAL NUMBER: SOWK 1-5-15

TITLE. *Changes to Advanced Courses in the MSW Curriculum*

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. SUMMARY.

Change 1. The graduate Social Work program proposes to develop two new courses: SOWK 7126 Advanced Practice with Families and SOWK 7127 Advanced Practice with Groups. The new courses will be added to the required curriculum. These two courses will replace one existing course, SOWK 7125 Advanced Practice with Groups and Families, which will be deleted from the curriculum. We created the 7125 two years ago and have found that there is too much material to cover in one course. Because we are adding two courses to replace the one, we will delete one elective in the current curriculum.

Change 2. We propose moving one course SOWK 6212 Advanced Social Work Intervention with Individuals from the second semester of the first year of the MSW Full Time program to the first semester of the second year of the MSW Full Time program. This change reflects a program accreditor (Council on Social Work Education) recommendation that all advanced skills courses be taught in the second year of the MSW Full Time program along with other advanced level courses. We recommend changing the course number from 6212 to 7122 to reflect the fact that it is an advanced level course. Most foundation (non-advanced) courses in the MSW curriculum are 6000-level courses. We will substitute an elective course in place of 6212 in the first year of the Full Time MSW program curriculum.

Change 3. We propose changes to the course description for three courses – SOWK 6121 Social Work Practice: Theory and Skills, SOWK 6141 Foundations of Social Work, and SOWK 6252 Mental Health Assessment – to better reflect the kinds of skills the course helps students build.

Change 4. We propose a new elective course called Trauma and Recovery: Theory and Intervention, designated as SOWK 7030.

Change 5. We propose a second new elective course called Social Work with HIV and AIDS, designated as SOWK 7035.

Change 6. The Department of Social Work is now the School of Social Work effective September 25, 2014. We would like to make changes in the catalog copy to reflect this change.

Change 7. Change the Prerequisite Permission of the Instructor to Permission of the MSW Program Director in SOWK 7015 Child Welfare to eliminate confusion for students.

Change 8. Eliminate SOWK 6242 Advocacy and Policy Change from the one-year Advanced Standing curriculum. The graduate credits hours for the Advanced Standing Curriculum will be reduced from 44 to 41.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

The two proposed courses, SOWK 7126 Advanced Practice with Groups and SOWK 7127 Advanced Practice with Families, will replace SOWK 7125 Advanced Practice with Groups and Families. The current course, SOWK 7125, was formed by combining two previous courses, SOWK 7123 Advanced Interpersonal Practice with Groups and SOWK 7124 Advanced Interpersonal Practice with Families. At the time, combining this course content seemed like an opportunity to increase efficiency in the curriculum so we could broaden the scope of content offered to students through electives. Since that time, however, developments in the field have made the School of Social Work rethink its choice. First, the use of group interventions appears to be increasing in the mental health field, especially in the subfield of substance abuse. Second, many masters level social work graduates are enhancing their marketability by combining social work licensure with additional credentials, such as a Licensed Marriage and Family Therapist (LMFT). Many LMFT boards require a syllabus from the students' family intervention courses. We are concerned that our graduates will not be considered eligible for licensure if they cannot offer a transcript or syllabus dedicated exclusively to family intervention. In addition, an increasing number of evidence-supported group and family interventions have begun to emerge in just the past few years, so these knowledge required in these practice areas are likely to grow and

require more breadth of study. We considered reverting to the old course names and numbers for the groups course and the families course (SOWK 7123 Advanced Interpersonal Practice with Groups and SOWK 7124 Advanced Interpersonal Practice with Families); however, while basic course content is the similar, the MSW program's revised curriculum no longer reflects the emphasis on Interpersonal Practice. The current course objectives have also been modified from the originals to reflect our emphasis on vulnerable populations. For these reasons, we created new course numbers and names.

Change 2. Moving SOWK 6212 Advanced Social Work Intervention with Individuals from the second semester of the first year to the first semester of the second year follows from a suggestion made by our accrediting agency (Council on Social Work Education) during a requested consultation. SOWK 6212 builds advanced social work skills and so should be placed with other advanced-level courses. We recommend changing the course number from 6212 to 7122 to reflect the fact that the course is offered at the advanced level course. Most foundation (non-advanced) courses in the MSW curriculum are 6000-level courses. The course will retain its name and content although it is being moved into a different part of the course sequence and its course number changed. We will substitute an elective course in place of 6212 in the second semester of the first year of the Full Time curriculum.

Change 3. We propose changes to the course description for two courses – SOWK 6121 Social Work Practice: Theory and Skills and SOWK 6141 Foundations of Social Work. We recommend changes to the course description and objectives for SOWK 6252 Mental Health Assessment. These changes better reflect the kinds of skills the courses help students build. These courses were updated in a new curriculum that was implemented beginning Fall 2013. A post-implementation analysis of the courses revealed the current course descriptions do not reflect the delivery of the courses. The essential features of each course are being delivered, but this is an opportunity to fine-tune course descriptions.

Change 4. We propose a new elective course called SOWK 7030 Trauma and Recovery: Theory and Intervention. The course content has been taught twice as a Special Topics course. It is a popular Special Topics course that reflects the School of Social Work's emphasis on vulnerable populations; therefore, we would like to make it a permanent elective in the School.

Change 5. We propose a second new elective course called SOWK 7035 Social Work with HIV and AIDS. The course content has been taught at least twice as a Special Topics course. It is also a popular Special Topics course that reflects the School of Social Work's emphasis on vulnerable populations; therefore, we would like to make it a permanent elective in the School.

Change 6. The Department of Social Work is now the School of Social Work effective September 25, 2014. We would like to make changes in the catalog copy to reflect this change.

Change 7. The SOWK 7015 Child Welfare course is required for students who elect to participate in the Child Welfare Collaborative Program. Once those students are guaranteed a seat in the course, other graduate students may take the course as an elective. Currently, the course requires Permission of the Instructor. The Instructor for this course is almost always part time and only teaches this course in Summer. The MSW Program Director is usually in a better position to manage course enrollment, so the course description is being modified to say Permission of the MSW Program Director is required.

Change 8. SOWK 6242 Advocacy and Policy Change is being eliminated from the Advanced Standing MSW curriculum. This is a Foundation level course in the curriculum. Our accrediting body, Council on Social Work Education, is encouraging us to drop Foundation level (6000-level) course requirements for Advanced Standing students later in the curriculum sequence.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

Change 1. A prerequisite for SOWK 7125 is SOWK 6121 Social Work Theory and Practice, a course offered in the first semester of the current Full Time MSW curriculum. SOWK 6121 will be a prerequisite for both courses that replace 7125 (SOWK 7126 and SOWK 7127).

Change 2. A prerequisite SOWK 6212, which is changing to SOWK 7122 is also SOWK 6121 Social Work Theory and Practice, a course offered in the first semester of the current Full Time MSW curriculum. SOWK 6121 will continue to be a prerequisite for SOWK 7122.

Note pertaining for Changes 1 & 2: SOWK 6121 Social Work Theory and Practice is generally open to social work graduate students only,

though post-baccalaureate students can be admitted to the course as space permits. Therefore, it is unlikely that students will have access to the redesigned advanced courses (SOWK 7122, SOWK 7126, and SOWK 7127) unless they are enrolled in the social work graduate program. This does not reflect any change in course access compared to present.

Change 3. The course description change for SOWK 6121 Social Work Practice: Theory and Skills will not change its placement in the required MSW curriculum; there are no prerequisites for this SOWK 6121 currently and that will not change in the new course description. The course description change for SOWK 6141 Foundations of Social Work will not change its placement in the required MSW curriculum; there are no prerequisites for this SOWK 6141 currently and that will not change in the new course description. The course description change for SOWK 6252 Mental Health Assessment will not change its placement in the required MSW curriculum; there is one prerequisite for SOWK 6252, but the course will continue to be offered in the same sequence so students will continue to access the prerequisite with no changes to current overall curriculum

Change 4. SOWK 7030 Trauma and Recovery: Theory and Intervention will not require prerequisites other than admission to the UNC Charlotte Graduate School as a degree student, certificate student, or post-baccalaureate student.

Change 5. SOWK 7035 Social Work with HIV and AIDS Trauma will not require prerequisites other than admission to the UNC Charlotte Graduate School as a degree student, certificate student, or post-baccalaureate student.

Change 6. NA

Change 7. NA

Change 8. NA

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

Change 1. SOWK 7126 Advanced Social Work Practice with Groups and SOWK 7127 Advanced Social Work Practice with Families are advanced level courses that will be offered in the second year of a two-year MSW graduate program, so they are designated as 7000-level courses. A review of current and past curricula finds that SOWK 7123 was previously used for a course, Advanced Interpersonal Practice

with Individuals, which was eliminated from the curriculum two years ago. SOWK 7124 was also previously used for a course, Advanced Interpersonal Practice with Families, which was eliminated from the curriculum two years ago. SOWK 7125 is now being used with a course, Advanced Group and Family Practice, which is proposed for elimination from the curriculum. The next two numbers that have not been used at the 7000-level are 7126 (to be used for Advanced Social Work Practice with Groups) and 7127 (to be used for Advanced Social Work Practice with Families). Thus, the numbering is consistent with graduate-level curricula and non-duplicative in the UNC Charlotte MSW program.

Change 2. The numbering for SOWK 6212 Advanced Social Work Practice with Individuals is being changed to SOWK 7122 to reflect its status as an advanced course in the curriculum. SOWK 7122 has not been used with another course in the history of the MSW program.

Change 3. The course descriptions for SOWK 6121, SOWK 6141, and SOWK 6252 are being updated. No changes in course numbering are required.

Change 4. SOWK 7030 Trauma and Recovery: Theory and Intervention is a new elective course. Historically, we have designated electives by designating them in sequence up to the next number divisible by 5 (7010, 7015, 7020, etc.). We will continue this tradition for the sake of clarity and efficiency. Typically, these courses do not have prerequisites but are more advanced than many courses in the beginning of the MSW curriculum.

Change 5. SOWK 7035 Social Work with HIV and AIDS is also a new elective course. See above (Change 4) for course numbering rationale.

Change 6. NA

Change 7. NA

Change 8. NA

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

Change 1. We will enhance the quality of our program by providing more in-depth instruction in both group intervention and family intervention as separate courses. Both courses will be part of the required curricula. In retrospect, we think the decision to combine the

group and family content into one course was premature. As mentioned previously, we are concerned that some graduates might not be able to obtain additional licensure in marriage and family therapy if they seek it unless we make this change.

Change 2. Initially, SOWK 6212 Advanced Social Work Practice with Individuals was offered in the first year of the Full Time program to give students an opportunity to develop individual treatment skills before they began their advanced field work in the second year of the program. We have changed our minds for two reasons. First, we provide a concurrent field instruction model, which means assignments in academic courses mirror skills taught in the field. Offering an Advanced course in the first year of the program did not fit with the concurrent model because students were not yet able to practice advanced skills. Second, a review with a consultant from the School's accrediting body, the Council on Social Work Education, advised that offering an Advanced-level course in the first year, which is typically reserved for foundational skills, *might result in a negative review by accreditors*. She advised that we could try to justify the course's current placement in the curriculum, but doing so was taking a risk. As a School, we do not think keeping the course in its current place in the curriculum does not justify a risk to reaccreditation and has not actually worked in the way we had hoped it would in our concurrent model.

Change 3. We propose changes to the course description for SOWK 6121 Social Work Practice: Theory and Skills to better reflect the kinds of skills the course should help students build. This clarification will sharpen the focus of skills taught in the course. We propose changes to the course description for SOWK 6141 Foundations of Social Work to better reflect the kinds of skills the course should help students build. This clarification will sharpen the focus of skills taught in the course. We propose changes to the course description for SOWK 6252 Mental Health Assessment Work to better reflect the kinds of skills the course should help students build. This clarification will sharpen the focus of skills taught in the course.

Change 4. The Trauma and Recovery course has been popular with MSW students as a "special topics" course. The course reflects a growing emphasis on a trauma-informed care that has emerged over the past decade in the field of mental health. We would like to increase opportunities for students to have exposure to this course's content by making the course a permanent elective.

Change 5. The Social Work with HIV and AIDS course has also been popular with MSW students as a "special topics" course. This course

mirrors the School of Social Work's mission statement, that emphasizes more attention to vulnerable populations in the region and internationally. This is especially important now that new HIV infections in North Carolina are more likely to occur among people living in poverty, racial minorities, and older adults.

Change 6. NA

Change 7. This change will eliminate confusion for students since they do not know how to get course permission from an off-campus instructor.

Change 8. Eliminating SOWK 6242, a Foundation level MSW course, will streamline the curriculum and satisfy recommendations from our accrediting body to eliminate Foundation courses from the Advanced Standing curriculum.

C. IMPACT. Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The proposed changes will impact graduate students enrolled in the MSW program only. The School of Social Work offers three programs for obtaining an MSW. The Full Time MSW program consists of 62 credits and is completed in two years. The Extended Study MSW program consists of 62 credits; students take the same courses as in the Full Time program but complete them in three years instead of two. The Advanced Standing program consists of 44 credits and is completed over the course of one calendar year (three semesters - summer, fall, and spring). The Advanced Standing program is open only to students with a BSW earned from a program accredited by the Council on Social Work Education within 5 years of matriculation into the graduate program.

Change 1. The two proposed courses, SOWK 7126 Advanced Practice with Groups and SOWK 7127 Advanced Practice with Families, will replace SOWK 7125 Advanced Practice with Groups and Families. The proposed courses are offered in the last two semesters of the MSW program, which are essentially the same for all students across

the three programs. Full MSW, Extended Study MSW, and Advanced Standing MSW. It is unlikely that students will have access to the redesigned advanced courses (SOWK 7122, SOWK 7126, and SOWK 7127) unless they are enrolled in the social work graduate program. This does not reflect any change in course access compared to present.

Change 2. Moving 6212 Advanced Social Work Practice with Individuals to the second year of the MSW program will allow students to take the course when they are in field placements in which they can practice skills learned in academic courses in the field. Advanced Standing students take this course in Summer Session right now, but in the future they will take the course along with those in the MSW Full Time and Extended Study programs. Students will substitute an elective for 6212; this will allow them to begin focusing on a vulnerable population emphasis earlier.

Change 3. MSW Full Time and Extended Study students are required to take both SOWK 6121 and SOWK 6141. Advanced Standing students are not. The change in course description will not change their placement in the current sequence. All students are required to take SOWK 6252, but the clarification in the course description will not change the courses position in the course sequence.

Change 4. SOWK 7030 Trauma and Recovery: Theory and Intervention will only be open as an elective to graduate students in the Social Work program and, as space allows, post-baccalaureate students and students from other graduate programs who are seeking human service electives.

Change 5. SOWK 7035 Social Work with HIV and AIDS will only be open as an elective to graduate students in the Social Work program and, as space allows, post-baccalaureate students and students from other graduate programs who are seeking human service electives.

Change 6. There will be no changes in students served by the School of Social Work.

Change 7. There will be no changes to SOWK 7015 Child Welfare other than assisting students in gaining access to the course.

Change 8. Eliminating SOWK 6242 Advocacy and Policy Change will only impact Advanced Standing MSW students.

2. What effect will this proposal have on existing courses and curricula?

a. When and how often will added course(s) be taught?

Change 1. Both new courses will be taught offered annually. SOWK 7126 Advanced Practice with Groups will be taught in the final Fall semester for students in all MSW programs (Full Time, Extended Study, and Advanced Standing) and will replace SOWIK 7125 in the curriculum. SOWK 7127 Advanced Practice with Families will be taught in the final Spring semester for students in all MSW programs. One of the electives in the final spring semester will be eliminated to make room for SOWK 7127.

Change 2. SOWK 6212 will change to SOWK 7122 and be taught in the final Fall semester for students in all MSW programs. Currently, this course is taught in the first Spring semester for Full Time and Extended Study students. In place of SOWK 6212 in the first Spring semester, students in these programs will take an elective. One of the two electives in the final Fall semester curriculum will no longer be available to make room for SOWK 6212. SOWK 6212 is now offered in Summer for Advanced Standing students. The numbering of the course will change from 6212 to 7122 and Advanced Standing students will instead take this course in their Fall semester.

Change 3. Both SOWK Social Work Practice: Theory and Skills and SOWK 6141 Foundations of Social Work will continue to be taught in the first semester (Fall) of the MSW Full Time and Extended programs. SOWK 6252 will continue to be taught in the Spring for MSW Full Time and Extended Study students and in Summer for Advanced Standing students.

Change 4. SOWK 7030 Trauma and Recovery: Theory and Intervention will be available as an elective in the curriculum.

Change 5. SOWK 7035 Social Work with HIV and AIDS will be available as an elective in the curriculum.

Change 6. Changed designation from a Department to a School will not in itself lead to changes in curriculum.

Change 7. There will be no impact on the curriculum for the degree.

Change 8. Advanced Standing MSW students will be required to take 9 credits in Summer instead of 12. SOWK 6212 is changing to SOWK 7122 and will be offered in Fall instead of Summer. Advanced Standing students can take this course with other MSW students. SOWK 6242 will be eliminated. Advanced Standing students will be

required to take 41 hours instead of 44 hours for the degree.

b. How will the content and/or frequency of offering of other courses be affected?

None of the changes proposed will affect the content or frequency of other courses except the School of Social Work will offer one less elective in Spring semester; it currently offers 3-4 per semester.

c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

Changes 1 & 2. Anticipated enrollment is about 70 per year for required courses in the curriculum: SOWK 7122 Advanced Social Work Practice with Individuals, SOWK 7126 Advanced Social Work Practice with Groups, and SOWK 7127 Advanced Social Work Practice with Families. Enrollment will not be affected except that SOWK 7126 Advanced Social Work Practice with Groups and SOWK 7127 Advanced Social Work Practice with Families and Groups will replace an elective that students might have taken outside the School of Social Work in a particular semester and moving SOWK 6212 to later in the curriculum might do the same; these changes, in combination, could increase enrollment in Social Work courses slightly.

Change 3. Enrollment will not be affected in SOWK 6121, SOWK 6141, or SOWK 6252.

Change 4. SOWK 7030 Trauma and Recovery: Theory and Intervention will be offered once per year with an enrollment of approximately 20. This has been the case for previous semesters when 7030 was offered as a Special Topics course.

Change 5. SOWK 7035 Social Work with HIV and AIDS will be offered once per year with an enrollment of approximately 20. This has been the case for previous semesters when 7030 was offered as a Special Topics course.

Change 6. NA

Change 7. There will be no impact on enrollment.

Change 8. There will be no impact on enrollment.

d. How will enrollment in other courses be affected? How did you determine this?

Change 1. SOWK 7126 and SOWK 7127 will be required courses that replace one required course in the current curriculum. SOWK 7125 Advanced Practice with Groups and Families is being eliminated. The other course being eliminated is an elective in the Spring of the final year. This will not significantly impact enrollment in other departments (students often have difficulty taking graduate courses in other departments due to enrollment restrictions) or the School of Social Work (See C2c Changes 1 & 2 above.)

The number of faculty needed to deliver the curriculum in the School of Social Work will not change. Currently, students in the Full Time and Extended Study programs must take four electives; two of four electives must be taken in the School of Social Work. With the elimination of one required course replaced by the two required courses, the number of electives required in these programs will drop from four to three. Full Time and Extended Study students are now required to take two of four electives in the School of Social Work. With this change, they will be required to take one of three electives in the School of Social Work. Advanced Standing students are now required to take three electives; one elective must be taken in the School of Social Work. With the proposed change, the number of electives required in the Advanced Standing program will drop from three to two, with students being required to take one elective in the School of Social Work.

Change 2. SOWK 6212 Advanced Social Work Practice will continue to be a required course but offered at a different point in the curriculum, so overall enrollments will not change.

Change 3. Enrollment in SOWK 6121, SOWK 6141, and SOWK 6252 will not change. Enrollment has always varied by number of student admissions and will continue to do so.

Change 4. SOWK 7030 Trauma and Recovery: Theory and Skills will be offered as an elective, but it has been offered as a Special Topics course for two previous semesters.

Change 5. SOWK 7035 Social Work with HIV and AIDS will be offered as an elective, but it has been offered as a Special Topics course in at least two previous semesters.

Change 6. NA

Change 7. No change is anticipated.

Change 8. This change will reduce the number of students in SOWK 6242 Advocacy and Policy Change in Spring semesters by 12-15 students, possibly eliminating a course section of SOWK 6242.

e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

Change 1. Students from other academic units rarely take advanced (7000-level) social work courses, in part due to the SOWK 6121 Social Work Theory and Practice prerequisite requirement. Requirements for the degree will change to eliminate the SOWK 7125 Advanced Social Work Practice with Groups and Families course, eliminate one elective option, and add the two new courses: one focused on families and one focused on groups. Prerequisites for both courses are the same as for the current combined (SOWK 7125) course. Credit hours needed for the degree will not change as a result of this proposal.

Change 2. Only the course number for SOWK 6212 will change to SOWK 7122.

Change 3. The course descriptions for SOWK 6121, SOWK 6141, and SOWK 6252 will be clarified to better reflect course content, but there will be no other changes.

Change 4. The course names and descriptions for SOWK 7030 will be added.

Change 5. The course names and descriptions for SOWK 7035 will be added.

Change 6. The course catalog will be changed to substitute the word “School” of Social Work from “Department” of Social Work.

Change 7. The prerequisite will change from “Permission of the Instructor” to “Permission of the MSW Program Director or the Instructor.”

Change 8. SOWK 6242 will be eliminated from the Advanced Standing curriculum.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none.” For items which require “none” explain how this determination was made.

- A. **PERSONNEL.** None. We have a number of faculty members who can teach the newly developed courses and who have been teaching the course that is being moved. Some faculty who were offering an elective will teach the additional required course. We have a number of adjunct faculty members who can cover these courses as well.
- B. **PHYSICAL FACILITY.** No additional space needs are anticipated. The same number of hours are being taught as previously.
- C. **EQUIPMENT AND SUPPLIES:** None. No funding or special equipment or supplies will be required.
- D. **COMPUTER.** None. No additional computer or technical needs are anticipated.
- E. **AUDIO-VISUAL.** None. No requirements for audio-visual facilities beyond the standard classroom podiums are anticipated.
- F. **OTHER RESOURCES.** None. No additional resources are anticipated under these changes.
- G. **SOURCE OF FUNDING.** None anticipated

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [*Consultation on Library Holdings*](#)).
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units.
None of these changes are anticipated to impact any other units or departments in the university.
- C. **HONORS COUNCIL CONSULTATION.** NA

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

The School of Social Work is aware of the changes in this proposal. The MSW Program Committee, which is responsible for curriculum review in the School,

unanimously approved Changes 1, 2, and 3 on during its meeting on 10-9-14. The two elective courses were previously Special Topics courses; the College of Health and Human Services requires these courses to obtain permanent course status when they are offered repeatedly.

B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)

Review statement and check box once completed:

- The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

C. ATTACHMENTS.

1. CONSULTATION: Attach relevant documentation of consultations with other units.
 2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).
 3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use **red text with “~~strikethrough~~”** formatting for text to be deleted, and adding **blue text with “underline”** formatting for text to be added).
 - a. For a new course or revisions to an existing course, check all the statements that apply:
 - This course will be cross listed with another course.
 - There are prerequisites for this course.
 - There are corequisites for this course.
 - This course is repeatable for credit.
 - This course will increase/decrease the number of credits hours currently offered by its program.
 - This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an [existing Academic Plan of Study](#)?
 Yes. If yes, please provide updated Academic Plan of Study in template format.
 No.
5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?
 Yes. If yes, please provide updated SLOs in template format.
 No.
6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?
 Yes. Briefly explain below.
 No. Briefly explain below.

Texts for all proposed courses have been selected since elements of the course have been present in an existing course. They are available as electronic rentals. Faculty members in the School generally adopt books for a three-year period for the same course.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

**The University of North Carolina at Charlotte
College of Health and Human Services
School of Social Work**

**SOWK 7126 Advanced Social Work Practice with Groups
Fall 2015**

***Course Credit:** 3 Graduate Credits, 39 Clock Hours

Time/Location: Friday 2:00-4:45, Room CHHS 124

Instructor:

Contact Information:

Office Hours:

***Course Description: SOWK 7126 Advanced Social Work Practice with Groups (3).**

Prerequisite: SOWK 6121. (Advanced Standing students are exempt from the prerequisite.) This course expands social work students' knowledge, values, and skills with regard to advanced group intervention, especially members of vulnerable populations. (*Fall*)

***Course Rationale:**

The focus for this course is on social work practice with groups. This course covers practice approaches to social work with various kinds of small groups. Attention will be given to short-term approaches in group work. The course will address how groups can be used to promote well-being and change, to prevent social problems, and to intervene to impact existing problems. Stages of group intervention and development are covered, with special consideration to cultural diversity among participants, ethical issues that relate to the practice of social work groups, qualities of effective group leaders, and impact of life stage of participants.

***Course Objectives:**

Objectives reflect the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). The numbered statements are the required competencies numbered as in the EPAS. At the end of this course, students will be able to:

1. Communicates effectively verbally and in writing with diverse populations, stakeholders, and service systems (2.1.3)
2. Conducts social work practice with cultural sensitivity (2.1.4)
3. Assesses the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings (2.1.6)
4. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (2.1.9)
5. Engages in multiple diverse groups and vulnerable populations at multiple levels of social work practice (2.1.10)
6. Uses continuous assessment and feedback to select and, as appropriate, modify intervention strategies (2.1.10)

Course Policies:

(Examples)

Class Attendance

Missed Materials

Cell phones, Beepers

Policy Regarding Assignments, Late Projects

Extra Credit

Course Performance Expectations

Teaching Strategies

***Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Required Text:

Shulman, L. (2011). *Dynamics and skills of group counseling*. Belmont, CA: Brooks/Cole.

Evaluation Methods:

<u>Assignment</u>	<u>Percent of Grade</u>
Shoe Box Activity- All About Me	5%
Paper on Effectiveness of Group Approach	25%
Small Group Leadership Evaluation Journal	20%
Outline & Class Presentation of Group Activity	20%
Proposal Paper- Implementing a Group in Your Field Placement	20%
<u>Professionalism</u>	<u>10%</u>
	100%

***Grade Scale:**

A = 90-100%

B = 80-89%

C = 70-79%

U = < 70%

Course Topic Outline:

Please note that assignments/schedule may be subject to vary and/or change

Aug. 21 Class Exercises: Shoe Box Assignment, All About Me, Introduction/Review of Syllabus/Assignments

Aug. 28 Identifying prior group experiences and field group work opportunities
 Forming small groups for class activities
 Handout: Introduction to Group Practice

- Sept. 4 Class Exercises: Ice Breaker & Tone Setting Activities/or Video clip discussion
Group Process
Adapting groups to life stages of participants
Small Groups Meet in Class
- Sept. 11 Role of Group leader/facilitator
Role Play or Class exercise
Guest speaker
Due: Small Group Leadership Evaluation Journal
- Sept. 18 Ethical Issues in Group Practice Work
Class Exercises: Vignettes on ethical dilemmas in groups
Small Groups Meet in Class
- Sept. 25 NO CLASS
- Oct. 2 Group Dynamics
Norms, Goals, Processes in Treatment Groups
Small Groups Meet in Class
Due: Small Group Leadership Evaluation Journal
- Oct. 9 Planning Groups
Class Exercise: Cultural Vignettes
Guest Speaker
Due: Small Group Leadership Evaluation Journal
- Oct. 16 Stages of Groups Process
Opening group sessions
Identifying potential problems in groups
Possible Guest Speaker
Small Groups Meet in Class
- Oct. 23 No Class
Due: Paper on Effectiveness of Group Approach in FOP
Due: Small Group Leadership Evaluation Journal
- Oct. 30 Transition & Working Stages of Groups
Small Groups Meet in Class
- Nov. 6 Groups activity/Guest Speaker
Small Groups Meet in Class
Due: Small Group Leadership Evaluation Journal
- Nov. 13 **Due: Student Presentations on Group Activity**
Due: Small Group Leadership Evaluation Journal

- Nov. 20 Final Stages in Groups - Ending & Referrals
Due: Student Presentations on Group Activity
- Nov. 27 Thanksgiving Break---**NO CLASS**
- Dec. 4 No class- Reading Day, work on Proposal Papers
- Dec 11 Final Exam Date
Due: Student Presentations on Group Activity
Due: Paper on Proposing the Formation of a New Group

Assignments:

Special note for North Carolina Child Welfare Collaborative Scholars and Waiver students. Scholar and waiver students are expected to incorporate a child welfare perspective in their other social work courses. When given options about assignments, “Collaborative students” should make choices that enhance their knowledge and skills for child welfare practice. For example, a paper for a social welfare policy class might focus on child welfare policy.

Shoe Box Activity (5 points)

This activity will be conducted on the first or second day of class. It is a simple assignment that I call “All About Me” boxes. You will fill in a shoe box with at least 5 items that describe you. The items must be able to fit in a shoebox. You can be creative and decorate your shoe box. You will describe the contents to a small group in class (due by the next class).

Paper on Effectiveness of Group Approach (25 points)

For this assignment concentrate on a client population of a particular life stage (children, adolescents, older adults, etc.) you plan to work with as a social worker. Identify a vulnerable population group, such as developmentally disabled, abuse victims, refugees, veterans with PTSD, etc. Write a 5-7 page paper articulating why a group work approach would be appropriate for this client population. Answer the following questions in your paper:

Important background information on the client population:

What are the range of pertinent needs and problems of this client population that could be addressed in groups?

Identify some advantages of group interventions over individual interventions for this population.

Discuss implications of clients’ life stage. Is this client population more frequently seen in certain phases of the life span? How does one’s life phase impact their coping strategies with regard to the specific vulnerability of focus in the group?

Also identify any potential problems in offering groups to this population—any obvious limitations in this approach?

Components of the approach:

What types of groups are most appropriate for this population (treatment, support, psycho-educational, task, socialization, etc.)?

What are the major stages of group development in this approach and some of the major tasks for group members in each stage?

What are the major tasks and skills emphasized by the group leader in each of these stages?

Describe any special features of groups that are emphasized with this group work approach such as open/closed, time limited/extended time, voluntary/involuntary, composition issues, physical setting, etc.

Discuss how the clients' position in their life span could impact their group participation and the utility of the group for them.

Is your group work approach evidence based?

Explain the evidence that your group work approach works for this population.

Cite peer reviewed literature, other sources, field agency use of the approach, your own experiences, interviews with your field supervisor or colleagues, etc.

List references that you used in developing this group work approach (APA style)

Small Group Leadership Evaluation Journal (15 points)

At the beginning of the semester you will be placed in small groups with scenarios which have been designed by the instructor. The purpose of these groups is to give you experience being a group member and leader. You will meet every other week at the end of class for 45 minutes. You will stay with the same group for the entire semester.

Each group will develop a system to alternate leadership. Each group member must be in the leadership role at least once during the semester. The instructor will give the leader specific instructions for each small group session. These tasks will coincide with topics discussed in class and the assigned readings.

You will submit a 2-3 ½ page paper the week following your turn as the group leader. Include in this paper your thoughts and feelings about your experience as the group leader/facilitator, roles assumed by other group members, group dynamics or communication interactions, what worked, what didn't, etc. Your journals will not be shared with other class members or professors.

Outline & Class Presentation of Experiential Group Activity (20 points)

For this assignment imagine that you are the leader or facilitator of a group and plan a group activity for a group session. The activity can be informational, skill building, supportive, treatment or task focused, or a combination depending on the purpose of the activity and how you anticipate using the activity with a particular population group. For example, is the activity a team building activity, an activity that helps group members identify and cope with grief issues, an ice breaker activity to get group members engaged, an activity to help group members deal with the ending of a group, etc.?

Identify if the activity would be best used during the beginning, middle, or ending stages of groups. If you are co-facilitating a group at your field agency, you can use an activity from your group for purposes of this assignment. Submit a 1 page written outline describing the activity, the process and purpose and any materials, handouts, or special props needed for the activity. Mention how life stage of participants impacts the organization of the group activity. (Is the activity best used with children under 10 years old, etc.) You are to present the activity to your classmates as if you were using it in a true group session. You will have no more than 15 minutes to demonstrate the activity.

Paper Proposing the Formation of New Group (20 points)

The purpose of this assignment is to help you learn how to document an effective proposal for developing a group intervention. You will develop a proposal for a group (specify how many sessions) that would be appropriate for a client population of interest to you or that would be appropriate to provide at your field internship agency. Think about possible groups needed in your field agency. This should not be an existing group but one you design on your own. You do not have to implement the group. Do not duplicate a group you may have facilitated in the past. You are expected to review the literature relative to your chosen group in order to develop a proposal appropriate to the needs and interests of that population. List citations from current literature at the end of your paper on a separate reference page.

Note: If you are in a macro placement, this group might be a focus group or the development of a committee or coalition.

The proposal should be 6-8 pages in length and based on the following guidelines:

Unmet needs that will be met by the group

What are some specific issues/needs/problems of the client population of which you are aware? Brainstorm with other staff members about this. Are these issues/needs being met effectively by other services at your field agency?

Purposes and desired outcomes of the group:

How can the advantages of groups help with the clients' issues/needs/problems? (What do you hope clients get out of the group?)

What are some of the goals and measurable objectives that you can identify for the group and possibly for some of the individual members?

Is the group voluntary or involuntary and what may this suggest for the purpose?

Note: This section especially should be supported by literature citations (APA style) to support the points you make.

Structure of the group:

What type of group are you proposing? Support, task, psycho-educational, treatment?
Will this be an open or closed group? What is the rationale?
Decide upon the number, frequency, and length of the meetings; physical setting and access; and size of the group
What is your rationale for each of these decisions; what are you trying to accomplish?

Composition of the group:

What characteristics do you want for the members to have in common (homogeneous) and characteristics you want to be different (heterogeneous)?
Consider age, gender, race, ethnicity, social and emotional capacity, types of needs, etc.
Reflect on implications of life span and the stages of life of potential group members.
What is your rationale for these decisions?

Orienting members and contracting:

Will members need to be recruited? How will you reach the people who need the group the most?
How will you screen and select members? What system or criteria will you use?
How will you orient members prior to beginning? What kinds of information will you cover with them? Will there be a pre-group stage interview?
How will you explain confidentiality and its limits?

General patterns of meetings:

What general issues or topics do you anticipate focusing on in the group?
Do you have ideas about a format for the group meetings?
What ground rules will be required by the agency and how will you involve members in deciding on ground rules?
How will you implement topic discussion? What strategies might you employ?

Evaluating the group:

Will you have a formal or informal evaluation?
Will the evaluation focus on process or outcomes or both?
How will you involve the members in giving feedback on the group experience?

Professionalism (5 points) Awarded at the end of the course

The field of social work is like any other profession in that there are certain behavioral standards that are required for success. Up to five points will be awarded based on your display of professional behaviors. Here are examples of professional behavior:

- Arriving on time for class and staying until the end of class.
- Being responsible for obtaining missed materials, notes, handouts, etc.
- Turning items in **on time**.

- Notifying the instructor and placing devices on “vibrate” when you must leave them on to receive a call.
- Taking turns when talking.
- Refraining from web surfing when it is not related to class.
- Refraining from texting.
- Leaving your children at home.
- Leaving your pets at home.
- Being respectful of others’ thoughts and opinions, whether you agree with them or not.
- Making an effort to participate in class discussions, activities, and forums.
- Willingness to learn.
- For further detail on the School of Social Work Professional Standards, please see the MSW Handbook.

University Policies:

Code of Student Responsibility:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this internet address: <http://www.legal.uncc.edu/policies/ps-105.html>.

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or as contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/ps-105.html>. Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Credit Course Workload:

This 3 hour credit course requires 3 hours of classroom or direct faculty instruction and 6 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to required reading, library research, written assignments, and studying for exams.

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://www.uncc.edu/disability-services>. Accommodations for learning will be arranged by that office and communicated to the Instructor.

Diversity Statement:

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

If English is not your native or primary language and you have concerns that it will affect your performance in this course, you are encouraged to discuss it with the instructor. All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>).

School of Social Work Policies:

In addition to University and College policies, all students in the School of Social Work are expected to comply with the School of Social Work Standards for Social Work Education. See the MSW Handbook and the NASW Code of Ethics <http://www.socialworkers.org/pubs/code/code.asp>

**University of North Carolina at Charlotte
College of Health and Human Services
School of Social Work**

SOWK 7127 Advanced Social Work Practice with Families

Credits: Three (3) Graduate Credits; 39 Clock Hours

Days/Time & Location: TBD

Faculty Information:

Office Hours:

Catalog Description: Advanced Social Work Practice with Families. (3) Prerequisite: SOWK 6121. (Advanced Standing students are exempt from the prerequisite.) This course expands social work students' knowledge, values, and skills with regard to advanced micro practice with families, especially members of vulnerable populations. (*Spring*)

Course Rationale: This course prepares students for advanced engagement, assessment, intervention, and evaluation advanced with families. Students will learn to critically and intentionally integrate theory and intervention in a manner consistent with client development, culture, needs, and preferences, as well as social work values, and evidence-based findings. Students will explore and balance tensions and synergies between individual and multi-level health and functioning. Students will continue to refine their self-awareness into understanding the complex interactions between human behavior and the social environment. Further, students will advocate for practices that that effectively promote social and economic well-being, with an emphasis on vulnerable families.

Course Objectives: Objectives reflect the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). The numbered statements are the required competencies numbered as in the EPAS. At the end of this course, students will be able to:

1. Selects models of assessment, prevention, intervention, and evaluation that best meet the needs of vulnerable populations (2.1.3)
2. Conducts social work practice with cultural sensitivity (2.1.4)
3. Critique and differentially apply theory to guide social work practice at multiple levels (2.1.7)
4. Engages diverse groups and vulnerable populations at multiple levels of social work practice (2.1.10)
5. Uses continuous assessment and feedback to select and, as appropriate, modify intervention strategies (2.1.10)
6. Uses evidence-informed models of change to respond to a range of presenting concerns identified in the assessment (2.1.10)

Course Policies:

(Examples)

Class Attendance

Missed Materials
 Cell phones, Beepers
 Policy Regarding Assignments, Late Projects
 Extra Credit
 Course Performance Expectations
 Teaching Strategies

Syllabus Subject to Change: The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Required Texts:

Nichols, M.P. (2008). *The Essentials of Family Therapy, 3rd edition*. Boston, MA: Allyn & Bacon.

McGoldrick, M., Giordano, J., & Garcia-Preto, Nydia (2005). *Ethnicity & Family Therapy, 3rd Edition* New York: Guilford Press.

Evaluation Methods:

<i>Assignment</i>	<i>Points</i>
Small Groups/Project Assignment	25
Student's Cultural Genogram	25
Lab Skills Worksheets	15
Theoretical Reflection	5
Population Abstract	5
Final Exam	25
Total Grade	100

Grade Scale:

A = 90-100%
 B = 80-89%
 C = 70-79%
 U = < 70%

Topical/Unit Outline:

Unit	Topic	Assignment/Assigned Reading
1	Introduction to Family Systems Theory Sign-up for Mini-presentations	Nichols Ch. 1, Ch 4 Syllabus

2	Review of Systems Theory Evolution of Family Systems Theory	Nichols, Ch 11
3	Overview Family Treatment	Nichols “Getting Started in Family Therapy Basic Techniques”; Ch 3 pp 35-55 Short, D. (2011, January/February). First Impressions: Getting off to the right start is crucial in therapy, Psychotherapy Networker , pp. 15-16. In class roleplays
4	Ethnicity and Family Therapy	McGoldrick et al (2003). Overview: Ethnicity & Family Therapy (pp. 1-40). In <i>Ethnicity & Family Therapy, 3rd Edition</i> New York: Guilford Press. Dean (2001). The myth of cross-cultural competence. <i>Families in Society</i> , 82(6), 623-630.
5	Family Assessment Using Genograms	Franklin, C. & Jordan, C. (2006) Ch 9: Rapid Assessment in Family Practice. In <i>Family Practice: Brief Systems Methods for Social Work</i> . Pacific Grove, CA: Brooks-Cole. Young, M. E., & Long, L. L. (1998). Ch. 6: Diagnosis, goal setting, and treatment planning with couples. In Young, M. E., & Long, L. L. <i>Counseling and therapy for couples</i> (pp. 115-137). Thomson Brooks/Cole Publishing Co. Genogram handout In-class roleplays In-class genogram
6	Bowen Family Systems Model	Nichols Ch 5 Goldner, V. (2004). Feminism and family therapy. <i>Family Process</i> , 24(1), 31-47.
7	Group presentations	Group Project/presentations due
8	Strategic Family Therapy Model	Nichols Ch 6 LAB SKILLS #1 Due Sunday @ midnight
9	SPRING BREAK	
10	Structural Family Therapy Model	Nichols Ch 7 LAB SKILLS #2 Due Sunday 3/10 @ midnight
11	Narrative Therapy	Nichols Ch 13 LAB SKILLS #3 Due Sunday @ midnight
12	Couples Therapy	Long & Young, Ch 1 and 4 Discussion: Gay and lesbian couples in therapy Ch 21 handbook

		LAB SKILLS #4 Due Sunday @ midnight
13	Intimate partner violence	Ch 16 Handbook Intimate partner violence Davies Safety planning chapter In-class Safety planning exercise Guest speaker Preparation for Cultural genogram
14	Filial Therapy Integrative and Population-specific Models	TBA Nichols Ch 14 Simon, G. M. (2003). Introduction. In Simon, G. M. <i>Beyond technique in family therapy: Finding your therapeutic voice</i> (pp. 1-11). Boston: Allyn and Bacon. **Population Abstract assignment due Wednesday @ midnight
15	Exploring Own Family Culture	**Cultural Genogram due
16	Developing a theoretical orientation Challenges in Family and Couples Practice/ Wrap-up	Simon Ch 1, 3,4 Theoretical Reflection Papers due Thursday 5/1 @ midnight In class role-plays Social worker panel
		Take home Final Exam Due TBA

Assignments:

Student's Cultural Genogram

This assignment provides an opportunity for student cultural self-exploration. Students will be expected to utilize a chapter(s) in Ethnicity & Family Therapy that most closely reflects their cultural background as a resource and primary reference. Students are also encouraged to interview other family members in order to complete their Genograms. From this assignment, students will also have the opportunity to gain a greater understanding of themselves, their families, and cultural experiences and frameworks that will impact their professional work with families. Students will simultaneously learn skills for constructing and understanding the Genogram as an assessment and therapeutic tool.

Using Genogram symbols, students will construct a three generation Genogram of their family of origin. Students will then analyze their Genogram from a strengths and resiliency perspective. The following questions should be explored:

1. Identify and describe the culture you have selected for your analysis. Describe the strengths of your family's cultural identification, including any migration experiences (Give examples)
2. Using McGoldrick as a guide, assess cultural influences upon your family of origin's:
 - a. Relational patterns
 - b. Spiritual/Religious orientation
 - c. Socio-economic status
3. Identify any critical events in family history, particularly as related to family changes (migration, loss and life-cycle). Speculate about the family legacies of these events. How did culture inform the ways in which the family coped?
4. Discuss your reflections on the process of completing this assignment. What did it mean to you? What did you learn about yourself and your family? If your family were participate in family therapy, what theoretical model or approach would be most useful? How do you think your family would respond?

Students will be evaluated on the quality of their Genograms and analysis. Students should not disclose any information that they are uncomfortable with revealing. Genograms should communicate family composition and relational patterns in a manner that enhances the paper. Genogram information will be kept private and not shared with other students without explicit permission. Papers should be between 6-7 pages in length.

Movie Case Study Group Project

The class will be separated into small groups. Each group will be assigned a movie to view (together or separately) that deals with difficult family dynamics (some of which may contain a mental health, behavioral/emotional component, grief/loss, etc). After viewing the movie, each group will submit a paper (as a group, not individually) as well as present on a specific concept(s) from family systems theory.

1. The paper will provide a descriptive overview of the family system and illustrations of the following theoretical concepts.
 - a. Cybernetic theory concepts, including hierarchy, complementarity, positive and negative feedback loops.
 - b. Bowenian theory concepts, including triangles/triangulation, differentiation of self, nuclear family emotional system, family projection process, multigenerational transmission process, emotional cutoff, sibling positions, societal emotional process
2. Each group will focus their presentation on specific concepts that have been assigned by the instructor and will use video clips from their film to illustrate the concepts.

This is a collaborative project where each member is expected to make a meaningful contribution. Each group member will receive the same grade for this assignment. Here are descriptions of the movies assigned:

Lymelife (2008): A family unit begins to bow under the pressure of a failing marriage.

Ordinary People (1980): The accidental death of the older son of an affluent family deeply strains the relationships among the bitter mother, the good-natured father, and the guilt-ridden younger son.

Rachel Getting Married (2008): A young woman who has been in and out from rehab for the past 10 years returns home for the weekend for her sister's wedding.

The Squid and The Whale (2005): Based on the true childhood experiences of Noah Baumbach and his brother, *The Squid and the Whale* tells the touching story of two young boys dealing with their parents' divorce in Brooklyn in the 1980s.

What's Eating Gilbert Grape (1993): Gilbert has to care for his brother Arnie and his obese mother, which gets in the way when love walks into his life.

Parenthood (1989): The Buckman family is a mid-western family all dealing with their lives: estranged relatives, raising children, pressures of the job, and learning to be a good parent and spouse.

Lab Skills Practice and Worksheets

Students will be assigned to small groups and given a case scenario. Students will use the case scenario to apply the specific skills and strategies associated with a specific family therapy model. All groups will be asked to complete a short worksheet identifying specific hypotheses and interventions related to the specific family therapy model we are studying. Each week one group will participate in a live role-play in the observation room. One group member will serve as the therapist—the instructor will be available as consultant during the role-play. The group will debrief with the class about their intervention choices and strategies. Each group will complete a worksheet that will be turned in to the instructor electronically by midnight Sunday before next class. All group members will receive the same grade.

Theoretical Reflection

Students will be assigned to one of three Simon chapters. Each chapter addresses a philosophical issue relevant to family systems theories. Students will be responsible for helping to lead discussion by bringing in examples from their own practice that illustrate key concepts from the chapter. Students should share how this issue relates to their own emerging theoretical orientation. Each student will turn in a one-page reflection paper.

Population Abstract

Students will identify an empirical article that addresses the use of family or couple interventions within a specific population of interest. Students will bring in the abstract for the article for class discussion. Students will also submit the abstract with a paragraph describing the utility, including the strengths and weaknesses, of the intervention within their field of practice. In class students will discuss their articles in small groups of students with related topics before discussing similarities and differences with the entire class.

Final Exam

Students will complete an open book final exam where they will demonstrate understanding and application of various family systems theories, as well as other material covered this semester. The final will include a case analysis similar to the lab skills assignments.

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UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

If English is not your native or primary language and you have concerns that it will affect your performance in this course, you are encouraged to discuss it with the instructor.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>).

School of Social Work Policies:

In addition to University and College policies, all students in the School of Social Work are expected to comply with the School of Social Work Standards for Social Work Education. See the MSW Handbook and the NASW Code of Ethics <http://www.socialworkers.org/pubs/code/code.asp>

**University of North Carolina at Charlotte
College of Health and Human Services
School of Social Work**

**SOWK 6121 Social Work Practice: Theory and Skills
Fall 20XX**

An asterisk (*) below means content cannot be changed. Bold lettering below means the content must be in the syllabus but each instructor will individualize

***Credits:** Three (3) Graduate Credits

Days/Time:

Meeting Location:

Faculty Information:

***Course Description. Social Work Practice: Theories and Skills (3).** Introduces the theories of human behavior and models of social work intervention necessary to engage all levels of client systems. *(Fall)*

***Course Rationale:** This course explores the human life span using an ecosystems lens and explores theories and frameworks to guide the processes of assessment, intervention, and evaluation. It uses a generalist approach to promote human and social well-being, and a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. Students incorporate diversity in their practice and recognize, support, and build on the strengths and resiliency of all human beings. They also learn to engage in research-informed practice.

***Course Objectives:** Objectives reflect the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). The numbered statements are the required practice behaviors numbered as in the EPAS. As a result of successful completion of the course, students should be able to demonstrate the ability to:

1. Practice personal reflection and self-correction to assure continual professional development (2.1.1)
2. Attend to professional roles and boundaries (2.1.1)
3. Demonstrate professional demeanor in behavior, appearance, and communication (2.1.1)
4. Engage in career-long learning (2.1.1)
5. Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2)
6. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3)
7. View themselves as learners and engage those with whom they work as informants (2.1.4)
8. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (2.1.7)

9. Critique and apply knowledge to understand person and environment (2.1.7)
10. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (2.1.9)
11. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities (2.1.10a)
12. Use empathy and other interpersonal skills (2.1.10a)
13. Develop a mutually agreed-on focus of work and desired outcomes (2.1.10a)
14. Collect, organize, and interpret client data (2.1.10b)
15. Assess client strengths and limitations (2.1.10b)
16. Develop mutually agreed-on intervention goals and objectives (2.1.10b)
17. Select appropriate intervention strategies (2.1.10b)
18. Implement prevention interventions that enhance client capacities
19. Help clients resolve problems (2.1.10c)
20. Negotiate, mediate, and advocate for clients (2.1.10c)
21. Facilitate transitions and endings (2.1.10c)

Course Policies:

(Examples)

Class Attendance

Missed Materials

Cell phones, Beepers

Policy Regarding Assignments, Late Projects

Extra Credit

Course Performance Expectations

***Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies:

Required Texts:

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). Contemporary human behavior theory: A critical perspective for social work, 3rd edition. Boston: Allyn & Bacon.

Cummins, L.K., Sevel, J.A., & Pedrick, L. (2012). Social work skills for beginning direct practice, 3rd edition. Boston: Pearson.

Evaluation Methods:

Family of Origin Paper	10%
Triad Module	
Triad Session 1-5 Forum Posts	5 @ 10% each
Triads Personal Reflection Paper	10%

Exam 1	15%
Exam 2	15%
	100%

***Grade Scale:**

A = 90-100%

B = 80-89%

C = 70-79%

U = < 70%

Topical/Unit Outline:

Week	Topic	Assignments	Triad Module
1	Introduction Values Nature of theories	Reading: Syllabus	
2	Systems Theory Introduction to Helping process In-class demonstration	Reading: Ch. 2 Robbins et al Ch 1 & 2 Cummins et al	Establish triad vignette and organization context (Triad Prep Worksheet)
3	Conflict theory Basic Skills for Direct Practice	Reading: Ch 3 Robbins et al Ch 5 Cummins et al.	Session 1 Engagement and Assessment
4	Empowerment theories Theory-directed practice Goal setting	Reading: Ch 4 Robbins et al Ch 3 Cummins et al	
5	Feminist theories Cultural context of practice	Reading: Ch. 5 Robbins et al. Ch 4 Cummins et al. * Family of origin paper due 9/19 at midnight	Session 2 Goal Setting
6	Cultural theories Change strategies	Reading: Ch. 6 Robbins et al TBA In class small group activity	
7	Theory Review		Session 3 Intervention
8	Take home Exam 1 on	Reading:	

	Moodle	Ch 6, 7, 8 Cummins et al	
9	Psychodynamics theories Termination/Referral/ Evaluation	Reading: Ch 6, 7, 8 Cummins et al.	Session 4 Termination/Referral/Evaluation
10	Lifespan Development	Reading: Ch. 7 Robbins et al.	
11	Multi-leveled practice and intervention		Session 5 Multi-level intervention development and advocacy
12	No class lecture		Triad Reflection Forum Post only Triad Video Review Appointments
13	No class lecture		Triad Video Review Appointments
14	No class lecture		Triad Video Review Appointments
15	THANKSGIVING		
16	Take home Exam 2 on Moodle		Class wrap-up/Evaluation

Assignments:

Special note for North Carolina Child Welfare Collaborative Scholars and Waiver students. Scholar and waiver students are expected to incorporate a child welfare perspective in their other social work courses. When given options about assignments, “Collaborative students” should make choices that enhance their knowledge and skills for child welfare practice. For example, a paper for a social welfare policy class might focus on child welfare policy.

Family of Origin Paper (15%)

“Unless you are keenly aware of the influence of your family experiences, you may inadvertently or unconsciously play out a family role or pattern in your work with clients and colleagues. Among the common family roles (Satir, 1972; Wegscheider-Cruse, 1985) that people may assume include rescuer, peacemaker, and hero....Of course, sometimes it is entirely proper to use part of your family-based self in social work practice. In all such cases, however, it should be or clearly identified social work purpose, and you should be fully aware that you are doing so.”

Cournoyer, B. [2005]. *The Social Work Skills Workbook* (4th ed.). (p. 38). Belmont, CA: Brooks/Cole.

Satir, V. (1972). *Peoplemaking*. Belmont, CA: Science and Behavior Books.

Wegscheder-Cruse (1985). *Choice-making*. Pompano Beach, FL: Health Communications.

- 1) In what type of family structure did you grow up? Did the structure of your family change over time? If so, what were those changes? What were some of the most important family values? What most stands out for you about your family [of origin] life?
- 2) Identify one of your professional/personal struggles. How has your relationship with your family [of origin] contributed to the development and perpetuation of this struggle?
- 3) What cultural values influenced the degree to which you have striven for autonomy? Which values stemming from your culture do you want to retain? Are there any that you want to change or modify?
- 4) In what significant ways, if any, do you see yourself s having a distinct identity and being psychologically separate from your family of origin? And in what way(s), if any, are you psychologically fused with your family of origin?
- 5) How have your responses to the questions above illuminated your strengths and challenges as a current and future social worker?

(1000 words)

Triad Module (60%)

The course's Triad Module has multiple components and is structured to address the following practice behaviors over the course of the semester:

- Demonstrate professional demeanor in behavior, appearance, and communication;
- Engage in career-long learning;
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues;
- View themselves as learners and engage those with whom they work as informants;
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills;
- Develop a mutually agreed-on focus of work and desired outcomes;
- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives;
- Select appropriate intervention strategies;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients;
- Facilitate transitions and endings.

Triad Preparation Worksheet

The Triad Module is an important part of learning about, practicing, and evaluating your social work skills across all levels of client engagement. You will be clustered in groups of three (triads) in order to practice social work skills with each other. Each person will take turns in the role of the client, social worker, and observer. In order to heighten the value of your experiences during the triad module activities, you must be able to interact in an authentic and realistic manner when filling the role of the client. You should work to empathize and understand how the client feels, what they would share, and how they would interact with the social worker. Therefore it is important to select a case vignette featuring a client whose personality or situation raise issues you are comfortable discussing. Several strategies are recommended. One option is to develop a case vignette featuring a client with a similar personal concern or exaggerated aspect of your personality. Videos of the triad session may be seen by the entire class and it is therefore important that you do not reveal or disclose anything that would result in you feeling overly exposed or vulnerable. Another option would be to select a client (or client composite) with whom you have interacted with at your field placement. If you choose this option, please do not use actual names or reveal any information that would allow the client to be identified.

Prior to engaging in your triad work, each student will complete and submit the case vignette preparation worksheet. The worksheet will be provided on Moodle.

Triads Personal Reflection Paper

Each student will participate as the social worker in five of the triad structured sessions on a rotating basis. These sessions will be based on fictional client depicted by a fellow triad member. Over the course of the semester, triad sessions will provide experiential opportunities for each student to learn, practice, and demonstrate multiple sequential phases of the helping process: engagement, assessment, goal-setting, intervention, termination, and evaluation.

Students will complete a triad reflection paper based on their sessions.

Triad Week 1-5

Students will submit a Moodle forum entry after each triad session using the following format.

- a. Prepare a DAP (data, assessment, plan) case note for session where the student was the social worker.
- b. Evaluate how successfully the session connected with the assigned stage of the helping process (engagement, assessment, goal-setting, etc..)
- c. Identify a strength and missed opportunity during the session

Triad Week 6

Student will submit a Moodle forum entry after completing all 5 triad sessions using the following format.

- a. Students will reflect on their experiences in the roles of social worker, client, and observer, including personal comfort and any other insights about the process;

- b. Student will discuss plan for continued development based on their self-assessed strengths and areas of growth.

Triad Module Video Review (mandatory, not graded)

Students will upload their triad videos onto Moodle. Each student will select a 5-10 minute video excerpt from one of the triads in which they played the social worker for feedback and discussion. Students should select an excerpt that illustrates a specific skill or technique that is currently challenging for them. Triad members will schedule a joint meeting with the instructor for video review of all triad members. See class schedule for dates.

Triad Module Description

1. Session 1 – Engagement and Assessment
2. Session 2 – Goal Setting
3. Session 3 - Intervention
4. Session 4 – Termination/ Referral and Evaluation
5. Session 5 – Examination of changing macro context and Advocacy opportunities
6. Session 6 – Forum Entry only (no session)

Midterm (15%) and Final Exams (15%)

There will be two take home Moodle exams that will cover all course readings and lectures. Exams will be comprehensive and will cover both knowledge and application.

Exams will address the following practice behaviors: Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, IFSW/IAS Social Work Ethics in Social Work, Statement of Principles; Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; Critique and apply knowledge to understand person and environment.

***University Policies:**

Code of Student Responsibility

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:

<http://legal.uncc.edu/policies/ps-104.html>

Academic Integrity

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload

This three-credit course requires three (3) hours of classroom or direct faculty instruction and six (6) hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: reading, group meetings, skills practice, written assignments, and studying for quizzes and exams.

Special Needs

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Sexual Harassment Policy

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a

given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>)

School of Social Work Policies:

In addition to University and College policies, all students in the School of Social Work are expected to comply with the School of Social Work Standards for Social Work Education (see either the MSW Handbook), and the National Association of Social Workers (NASW) Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>).

**University of North Carolina at Charlotte
College of Health and Human Services
School of Social Work**

**SOWK 6141-00X Foundations of Social Work
Fall 20XX**

Credits: 3 Graduate Credits

Meeting Time/Location:

Semester:

Faculty Information:

Course Description –Students are introduced to the profession of social work, with attention to social work history, social welfare history, and current social policies and programs that influence the contexts of social work practice. Professional values, identity, and critical thinking are discussed in relationship to current and historical understandings of social problems and policy responses. (*Fall*)

Course Rationale: This course is taken during the first semester of the MSW program. Social workers practice in contexts that are shaped by current and historical understandings of social welfare and social policy. This course introduces students to the history of the profession, the history of social welfare, and current social policies that influence the context of social work practice. The development of the social work profession is analyzed in the context of general historical trends, ideological definitions of social problems, society's policy responses to social problems, and the professional goals of the social work profession. Social work values, professional identity, and critical thinking are discussed in relationship to major social policies that influence the contexts for multi-level social work practice. Students gain historical and contemporary knowledge of the social welfare system, including theoretical perspectives that influence societal responses to problems. Students develop critical thinking and policy analysis skills.

Course Objectives: Objectives reflect the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). The numbered statements are the required practice behaviors numbered as in the EPAS.

As a result of successful completion of the course, students should be able to demonstrate the ability to:

1. Practice personal reflection and self-correction to assure continued professional development (2.1.1)
2. Attend to professional roles and boundaries (2.1.1)
3. Demonstrate professional demeanor in behavior, appearance and communication (2.1.1)
4. Use supervision and consultation (2.1.1)
5. Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2)

6. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3)
7. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (2.1.4)
8. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (2.1.4)
9. Recognize and communicate their understanding of the importance of difference in shaping life experiences (2.1.4)
10. View themselves as learners and engage those with whom they work as informants (2.1.4)
11. Understand the forms and mechanisms of oppression and discrimination (2.1.5)
12. Advocate for human rights and social justice (2.1.5)

Course Policies: (examples below; you can insert your own)

Professionalism

In this course, you are being introduced to the field of social work. The field of social work is like any other profession in that there are certain behavioral standards that are required for success. Five points will be awarded or not awarded, based on your willingness to display professional behaviors. Here are examples:

- Showing up for class.
- Arriving on time for class and staying until the end of class.
- Being responsible for obtaining missed materials, notes, handouts, etc.
- Turning off cell phones and other media devices or notifying the instructor when you must leave them on to receive a call.
- Taking turns when talking.
- Refraining from web surfing when it is not related to class.
- Refraining from texting.
- Leaving your children at home.
- Leaving your pets at home.
- Being respectful of others' thoughts and opinions, whether you agree with them or not.
- Making an effort to participate in class discussions, activities, and forums.
- Willingness to learn.
- For further detail on the School of Social Work Professional Standards, please see the MSW Handbook.

Timeliness

I do not accept late work unless there are quite extraordinary circumstances. You will have to meet clients on time. You will have to show up for work on time. Begin practicing now. If you turn in a late assignment without prior permission in writing from me, you will get a grade of "0" on that assignment almost without exception. Moodle is set to reject late assignments. Plan ahead.

Extra credit

Extra credit assignments will not be offered in this course.

Evaluation of Instructor/Course

Students have the opportunity to complete a final course evaluation at the end of the semester. Student input is important as it keeps the Instructor current on effective teaching techniques and course improvement. Please feel free to provide this Instructor with feedback at any time during the semester. This is the best way to keep the Instructor aware of the supports and impediments to your learning. **You will NOT be penalized for respectful feedback or expression of concerns about the class.** You may also provide feedback anonymously by submitting an unsigned handwritten or typed note to the front desk or under my door (487F) in the School of Social Work. Just be sure to mention the course and section you are in on the note so I will know where I need to improve.

Teaching Philosophy & Strategies

In the information age, the instructor's role is to guide the student's learning, serve as a resource, and help students navigate and judge the information available. Lectures will be part of this class but they are not the primary teaching strategy. All assignments are designed to inform future social workers' communication and critical thinking skills. Expect in-class activities.

Expectations for your Instructor

The Instructor should be prepared for class. Graded assignments should be returned generally within a one-week period unless students are notified in advance. The Instructor should be respectful of all students. The Instructor should accept diverse opinions so long as they are stated respectfully and they reflect the NASW Code of Ethics.

As your course instructor, it is my job to facilitate your learning. Do not hesitate to contact me with questions or concerns.

How to Reach the Instructor

There are three ways to reach me about the course. I will list them in order of my preference.

1. Email: E-mail is by far the most reliable way to reach this Instructor (htepps@uncc.edu). I have a mobile device with email access and I check it regularly. I usually answer e-mails within 24 hours on weekdays and 48 hours on weekends, but I reserve the right to take reasonable breaks.
2. Office phone: I do not have an office phone but I can be reached on my cell. My cell number is **704-904-8312**. If I am not available to answer the phone, please feel free to leave a message any time but expect a longer wait time, up to 72 hours, for my response. If you leave a message, always leave a number where you can be reached and the best time to try to call you back. Again, e-mail is the best way to reach me.
3. Office hours: I do not have an office on campus but I am happy to make appointments before or after class, so please do not hesitate to ask. I will make every effort to meet with you face to face if that is what you want.

Other Communication

I will regularly post important class updates on the Moodle news forum. These should all arrive to you in the form of an e-mail, but I strongly suggest you log in to the course's Moodle site frequently, at least 3 times per week. When assignments are due, you will probably be logging in more frequently.

Social Media

I am honored when students invite me to join them as “friends” or “followers” on social media such as Facebook or Twitter. Due to concerns about dual relationships, I will not respond to these requests until six months after you graduate from the program. Please do not take this personally.

***Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Required Text

Segal, E. A. (2013). *Social welfare policy and social programs: A values perspective* (3rd ed.). Belmont, CA: Brooks/Cole.

National Association of Social Workers (2008). Code of ethics of the National Association of Social Workers. Washington, DC: Author.

Other Required Readings

Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work, 46*, 297-308.

Coleman, J. S. (1976). *Rawls, Nozick, and educational equality. Public Interest, 41*, 121-128.

Keefe, R. H. (2010). Health disparities: A primer for public health social workers. *Social Work in Public Health, 25*(3/4), 237-257. doi:10.1080/19371910903240589

Lipsky, M. (1980). *Street-level bureaucracy: Dilemmas of the individual in public services*. New York, NY: Sage.

Mechanic, D., McAlpine, D. A., & Rochefort, D. A. (2014). *Mental health and social policy: Beyond managed care* (6th ed.). Saddle River, NJ: Pearson.

Sawhill, I. V., Winship, S., & Grannis, K. S. (2012, September 20). *Pathways to the middle class: Balancing personal and public responsibilities*. Washington, DC: The Brookings Institution, Center on Children and Families. Available at <http://www.brookings.edu/research/papers/2012/09/20-pathways-middle-class-sawhill-winship>

Thyer, B. A. (2010). Social justice: A conservative perspective. *Journal of Comparative Social Welfare, 26*(2), 261 – 274.

Wilson, M. (2010). *Criminal justice social work in the United States: Adapting to new challenges*. Washington, DC: NASW Center for Workforce Studies.

Evaluation Methods

Professionalism	5 points
Artifact Assignment	6 points

History of Social Work Quiz	10 points
Theories on Social Welfare Paper	15 points
Policy Analysis Paper	24 points
Social Problems and Vulnerable Populations	20 points
Presentation	10 points
Final Exam	10 points
	100 points

*Grade Scale

A = 90-100%; B = 80-89%; C = 70-79%; U = >70%

Topical/Unit Outline

Week	Date	Topic	Readings due	Major Assignments due
1	8-22	Introduction to Course	None	None
2	8-29	The Historical Foundations of Social Welfare in America	Segal, Ch. 2	None
3	9-5	The Underlying Values of Social Welfare Policy and the Social Work Profession	Segal, Ch. 1; Abramovitz (2001); Thyer (2010)	Artifact Paper
4	9-12	Conceptual Foundations of Social Welfare Policy	Segal, Ch. 3	History of Social Work Quiz
5	9-19	Analyzing and Researching Social Welfare Policies	Segal, Ch. 4	Perspectives Paper
6	9-26	Social Justice and Civil Rights	Segal, Ch. 6; Coleman, 1976	None
7	10-3	Poverty and Economic Inequality	Segal, Ch. 7; Sawhill, Winship, & Grannis (2012); Keefe (2010)	Policy Analysis Paper
8	10-10	The Delivery of Social Welfare Services	Segal, Ch. 5: Lipsky, pp. 3-4, 13-25, 87-104	None
9	10-17	Economics, Employment, Budgets, and Taxes	Segal, Ch. 8	None
10	10-24	U.S. Social Welfare Policies and International Comparisons	Segal, Ch. 13	Social Problems and Vulnerable Populations Paper
11	10-31 Online Class	Social Insurance	Segal, Ch. 9	Online Assignment
12	11-7	Aging and Social Welfare Policy	Segal, Ch. 10	Presentations

13	11-14	Children and Families Crime and Criminal Justice	Segal, Ch. 11 Wilson (2010)	Presentations
14	11-21	Health Care Policy Mental Health Policy	Segal, Ch. 12 Mechanic et al., Ch. 11	Presentations
15	11-28	Thanksgiving Break; No Class	None	None
16	12-11	Final Examination 8:00a- 10:45a	None	Final Exam

Assignments

Special note for North Carolina Child Welfare Collaborative Scholars and Waiver students. Scholar and waiver students are expected to incorporate a child welfare perspective in their other social work courses. When given options about assignments, “Collaborative students” should make choices that enhance their knowledge and skills for child welfare practice. For example, a paper for a social welfare policy class might focus on child welfare policy.

A Note about Written Assignments: Part of becoming a professional is the ability to communicate clearly. Students have access to the Writing Lab on campus and spelling and grammar checks on computers. Papers with spelling, word choice, and grammatical errors do not look professional. Attention to both content and writing mechanics is expected for all written assignments in this course. If someone with a high school education cannot understand what you have written, then you still have work to do. In addition, your writing must comply with the sixth edition of the *Publication Manual of the American Psychological Association* (2010). Students should notify the instructor if they are concerned about their writing skills. For assistance with writing skills, you may contact the University Writing Center at 214 Fretwell, 704-687-4357 or at www.uncc.edu/writing.

ALL written assignments are due before class on the day they are due. Moodle will be programmed to reject assignments submitted after 11 a.m. the day they are due.

Professionalism (5 points) Awarded at the end of the course

Objective 2. Attend to professional roles and boundaries (2.1.1)

Objective 3. Demonstrate professional demeanor in behavior, appearance and communication (2.1.1)

Objective 12. Advocate for human rights and social justice (2.1.5)

In this course, you are being introduced to the field of social work. The field of social work is like any other profession in that there are certain behavioral standards that are required for success. Up to five points will be awarded based on your display of professional behaviors. Here are examples:

- Arriving on time for class and staying until the end of class.
- Being responsible for obtaining missed materials, notes, handouts, etc.
- Turning items in **on time**.

- Turning off cell phones and other media devices or notifying the instructor and placing the device on “vibrate” when you must leave them on to receive a call.
- Taking turns when talking.
- Refraining from web surfing when it is not related to class.
- Refraining from texting.
- Leaving your children at home.
- Leaving your pets at home.
- Being respectful of others’ thoughts and opinions, whether you agree with them or not.
- Making an effort to participate in class discussions, activities, and forums.
- Willingness to learn.
- For further detail on the School of Social Work Professional Standards, please see the MSW Handbook.

Artifact Assignment (6 points) Due September 5

Objective 1. Practice personal reflection and self-correction to assure continued professional development (2.1.1)

Objective 5. Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2)

Write a two-page double-spaced paper. Find an object or take a picture of an object that represents your family of origin’s interaction with the social welfare system. Explain how this object represents a positive or negative experience for your family. How did this interaction with the social welfare system help or hinder progress of your family? What influence did this interaction have on you? Be specific. Then explain how your experience might affect your view of people will serve as a professional social worker. Come to class prepared to talk about the object and its influence.

History of Social Work Quiz (10 points) Due September 12 (in class)

Objective 1. Practice personal reflection and self-correction to assure continued professional development (2.1.1)

Objective 7. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (2.1.4)

This quiz will assess knowledge of the social work profession from a historical perspective, including major figures and movements from the Progressive era through today.

Theories on the Social Welfare System (10 points) Due September 19

Objective 7. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (2.1.4) awareness gone

In Chapter 3 of the course text, Segal describes several theories that attempt to explain the evolution of our social welfare system, including its strengths and biases. Describe the basic tenets of **each** of these seven theories. In your description of each, give an example. This paper

should be a maximum of four pages of text, excluding the Title Page and References. Be sure to cite your text according to APA format. You will have an opportunity to revise this paper using instructor comments. Submit the paper on in the designated folder on Moodle with this format: **lastname.firstinitial.theories** (example: **epps.h.theories**)

Policy Analysis Paper (24 points) Due October 17

Objective 6. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3)

Objective 7. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (2.1.4)

Objective 10. View themselves as learners and engage those with whom they work as informants (2.1.4)

Objective 12. Advocate for human rights and social justice (2.1.5)

Select a social problem/issue and a population of interest. Analyze the social problem/issue by reporting and critically reflecting on the social welfare policies designed to address the problem.

Step 1. Choose a Topic

This paper will be written for a particular audience—in this case, the member of the U.S. House of Representatives that represents you in your district. Its purpose is to provide background and suggestions concerning a specific problem or issue. *Choose a topic that is of interest to you.* Because the topic is to be driven by your personal interests, I cannot give you the topic. I will be happy to discuss a topic with you in order to shape it for the purposes of the assignment, but the topic is yours. Your **topic is due by September 26**. Send it to me via email. Think of your topic choice this way: “If I had my way, I would change X (a law) for Y (a particular group).” Be sure your topic is related to social policy. We will discuss examples in class.

Identify a policy that related to your topic. **WARNING:** Do not pick a piece of legislation and then a topic. Unless you know policy very well, this will not work. If you are like most students, you will be overwhelmed by all the policy information and you also risk being bored to tears. Pick something you are interested in! We can work together to locate a policy after you select your topic if you cannot find one.

Step 2. Write a Policy Memo

A policy memo is a brief history of a piece of legislation. Write a policy memo to your Congressional representative. If you do not know the name of your representative, get it. Your memo should be written about the topic you identified. There is no single formula for organizing an effective policy memo. Your policy memo should include the following:

- I. Introduction to the problem/issue (What is the issue? What are you interested in changing and for whom?)
- II. Background of the problem/issue (When did this problem begin or when did it become recognized as an issue? **NOTE:** You cannot possibly detail all the important events

in a social problem. Limit yourself to a maximum of two pages of double-spaced text and move on. It is acceptable to use non-peer-reviewed resources)

Example (AIDS/Ryan White Act of 1989): By the late 1980's, the public was alarmed about the spread of HIV/AIDS among the (name of population).

Policymakers responded with a number of ideas that the public's fears. Some policymakers called for people with HIV to be quarantined. Some health boards passed laws that forbade young children with HIV to attend day cares or preschools. Passing laws to limit the rights of people with HIV legitimized public fear. People with HIV were verbally harassed and sometimes physically attacked. The White family had three children with HIV. In May 1987, their home was firebombed by people from their small Indiana town who wanted the family to move away out of fear they would spread the disease.

III. Scope of the current problem/issue (How many people is the problem impacting? What is the impact? Is the problem getting bigger or receding? Why take action now?)

Example (AIDS): HIV infections among gay men continued to decline for years, but there has been an upswing in the number of cases in that population. In addition, the number of poor people with the disease has escalated. Most new cases of HIV are occurring in populations with lack of health insurance. An increasing number of people with HIV rely on care from local emergency rooms. This is driving up the costs at hospitals, who try to recoup the cost of care to people with HIV by charging people with health insurance more for common medical procedures.

ALSO, provide quantitative estimates of the problem's magnitude and intensity--for example, how many lives are affected, how many dollars are spent?

Example (AIDS): The latest estimates from the U.S. Department of Health and Human Services (2012) is that over 50,000 people with HIV in the United States have stopped taking their medications due to lack of insurance or inability to pay large co-payments. This is increasing costs by an estimated \$xxxxx each year. Some small rural hospitals are facing bankruptcy due to the cost of care of people with the virus who have stopped taking their medications.

IV. Who supports what and what do they support? (Are there particular constituencies that want particular action taken? Who are they? What do they want to happen?)

Important: Define at least two opposing perspectives on the problem.

Example (AIDS):

Before the discovery of HIV, this clustering of symptoms was known as GRID (gay-related infectious disease) in the United States. The symptoms appeared predominantly in other small minority groups such as Haitian immigrants to the United States and people with hemophilia. The combination of an unknown and possibly contagious disease with unknown origins combined with the fear and suspicion that typically follow social outgroups led to political factions. In the 1980's, conservative members of Congress such as Senator Jesse Helms of North Carolina suggested a quarantine of people with HIV/AIDS into "health encampments" in an effort to contain the spread of the virus. This idea was supported by members of the religious right who saw AIDS as a "gay disease" that reflected

God’s retribution toward homosexuals for ungodly behavior. On the other hand, public health advocates were alarmed about proliferating violence against people with the disease. Gay rights advocates strongly resisted closing urban bathhouses that appeared to be a source of many new infections, claiming that doing so was an indirect means of repressing sexual expression. However, the Ryan White story began to soften public opinion about the disease.

Public health advocates thought education about how the disease was spread and safe sex programs would slow or end the spread of HIV. Research scientists and pharmaceutical companies appealed for higher taxes to fund research to develop a vaccine, even though there was consensus that a vaccine might not be forthcoming for decades. Currently...

V. Recommendations Now choose a side. Tell your legislator what action to take and why he or she should take it. Do not apologize for what you believe to be the right course of action based on your evidence from peer-reviewed sources, not your beliefs about it. If you find peer-reviewed sources that support your beliefs, fine. If you do not, then you do not have evidence to make a case that supports you. Go with the evidence you have found.

VI. References (***IMPORTANT!*** In Section IV, you are permitted to use non-peer-reviewed sources, such as newspapers, editorials, or advocacy sites. If you use sources that are not peer-reviewed in ANY other sections, the paper will not be accepted. It will be returned to you and you will have to do it over. If you find a source and you are unsure if it is acceptable, contact the Instructor for assistance.) **Make me work!**

As you write your policy memo, remember your audience and stay within the recommended *maximum* page limit of 10 pages, excluding the Title page and References page. Use a minimum of eight peer-reviewed sources. Policymakers are busy people. Many people with varied interests are clamoring for their time and attention. For your memo to be effective, it needs to be on topic, concise, well organized, and well-substantiated. Policy memos are intended to be *both factual and persuasive* documents. Well-written and well-organized memos have a markedly better chance of influencing others toward your point of view. Policy memos are not editorials. Provide evidence to support your conclusions. Below is the rubric that will be used to score the paper. Each row represents two points for a possible total of 16 points. Submit the paper on in the designated folder on Moodle with this format: **lastname.firstinitial.policy** (example: **epps.h.policy**)

3	2	1	Score
The problem/issue is well-defined	The problem/issue is vague or unclear	The problem/issue is absent or undefined	
A brief history with relevant events is provided	History provided but it is unclear how events are connected to the issue	History is missing or is irrelevant to the problem/issue	
The breadth and depth of the problem is supported by evidence	Evidence is provided but its connection to the problem/issue is not clear	No relevant supporting evidence is provided	

Opposing points of view on the problem/issue are clearly identified	Views on the problem/issue are provided but their relationship to each other is disregarded	Only a single viewpoint is presented and explained or one side is presented as a “straw man”	
Recommendations are based on the evidence provided	Relationship between the evidence provided and recommendations is unclear	There is no clear relationship between recommendations and evidence provided in the paper	
Persuasive arguments are used to convince the legislator.	Persuasive arguments are weak or unconvincing	There is a failure to argue persuasively and clearly for specific recommendations	
The paper is organized and written clearly.	The paper is not well-organized and written but not so that meaning is compromised	The paper relies on vague and unclear wording that impacts the readers ability to understand	
APA formatting is used consistently throughout (80% of the time)	APA formatting is not followed consistently (60% of the time)	Lack of APA formatting interferes with the readers ability to interpret what is being said OR biased language is used throughout	
		Total Score	

Social Problems and Vulnerable Populations (20 points) Due November 7

Objective 7. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (2.1.4)

Objective 8. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (2.1.4)

Objective 9. Recognize and communicate their understanding of the importance of difference in shaping life experiences (2.1.4)

Objective 11. Understand the forms and mechanisms of oppression and discrimination (2.1.5)

Objective 12. Advocate for human rights and social justice (2.1.5)

Return to the topic in the Policy Analysis Paper. What is your population of interest? Write a paper that analyzes and discusses a social problem in terms of how a vulnerable subpopulation of interest is disproportionately affected. In the Policy Paper, you probably identified a population that has experienced a particular problem. Within those populations are subgroups that are particularly vulnerable due to historic discrimination, oppression, or marginalization. Explain how the issue you identified is a particular problem for the subgroup. Explain what you think should be done to make this population less vulnerable from a policy perspective (not a service perspective). Stay within the recommended *maximum* page limit of three pages, excluding the Title Page and References Pages. Use a *minimum* of four peer-reviewed references. Submit the paper in the designated folder on Moodle with this format: **lastname.firstinitial.population** (example: **epps.h.population**)

4	2	0	Score
A vulnerable subpopulation is clearly identified and described	A vulnerable subpopulation is mentioned but not clearly described	A vulnerable subpopulation is not identified	
A policy solution to the problem is clearly described.	A policy solution is not clear.	The policy solution is not available or is a service solution to the problem.	
How the policy will improve the vulnerable subpopulation's situation is clearly described.	How the policy will improve the vulnerable subpopulation's situation is not clear.	How the policy will improve the vulnerable subpopulation's situation is not provided or is a service solution.	
The paper is organized and written clearly	The paper is not well-organized and written but not so that meaning is compromised	The paper relies on vague and unclear wording that impacts the readers ability to understand	
APA formatting is used consistently throughout (80% of the time)	APA formatting is not followed consistently (60% of the time)	Lack of APA formatting interferes with the readers ability to interpret what is being said OR biased language is used throughout	
Total Score			

Presentation (10 points)

Objective 3. Demonstrate professional demeanor in behavior, appearance and communication (2.1.1)

Objective 4. Use supervision and consultation (2.1.1)

Objective 6. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3)

Select a topic that interests you below. Form groups around your interests. Groups can have no more than four members. As a group, teach the topic on the date the topic is assigned. You will have 80 minutes to complete your instruction. The instructor will develop a rubric that will be used to evaluate your teaching. Your classroom peers who are not teaching will also complete the evaluation. The instructor's rating will be 50% of your grade and an average of your peers' ratings will be 50% of your grade. Every member of the group will get the same grade.

Note: The instructor has a "no drama" policy. Unless you are being harassed or threatened, in which case I might be obligated to notify campus police or the Dean of Students, I will not intervene in any intra-group disputes. Work them out. That is what professionals do.

Final Exam (20 points) Due December 11 by 5:00pm

Objective 5. Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2)

Objective 8. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (2.1.4)

Objective 11. Understand the forms and mechanisms of oppression and discrimination (2.1.5)

The Final Exam will be online and open note. It will be inclusive of all course material, including the history of social work, social welfare ideology, and differential treatment of vulnerable populations.

***University Policies:**

Code of Student Responsibility:

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<http://legal.uncc.edu/policies/ps-104.html>

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

This three-credit course requires three (3) hours of classroom or direct faculty instruction and six (6) hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>.

Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Sexual Harassment Policy:

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Religious Accommodation:

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***School of Social Work Policies:**

In addition to University and College policies, all students in the School of Social Work are expected to comply with the School of Social Work Standards for Social Work Education (see either the MSW Handbook), and the National Association of Social Workers (NASW) Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>).

**The University of North Carolina at Charlotte
College of Health and Human Services
School of Social Work**

**SOWK 6252 Mental Health Assessment
Spring/Summer XXXX**

An asterisk (*) below means content cannot be changed. Bold lettering below means the content must be in the syllabus but each instructor will individualize

***Credits:** Three (3) Graduate Credits

Days/Time, Location: Days/Time & Location TBD

Faculty Information: (Your Name, Office Location, Office Hours, Contact Information)

***Catalog Description: Mental Health Assessment (3).** Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). This course introduces mental health diagnostic, assessment, and treatment planning skills necessary for social work practice, including exposure to the *Diagnostic and Statistical Manual of Mental Disorders*. (Spring; Summer for Advanced Standing)

***Course Rationale:** Mental health concerns are ubiquitous across multiple populations and societies. As such, social workers in all concentration areas need to be prepared for practicing with individuals, families, organizations, and communities affected by barriers to mental health. Further, trends in the profession of social work and mental health field involve transformations about those diagnosed with mental illness including that individuals can and do recover, and that the path to recovery is fostered through personal strengths and resiliencies. Many of these changes are apparent in the community as agencies often refer to the field as behavioral health. These trends are included in the course emphasis on mental/behavioral health assessment.

***Course Objectives:** Objectives reflect the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). The numbered statements are the required competencies numbered as in the EPAS. As a result of successful completion of the course, students should be able to demonstrate the ability to:

1. Develop a mutually agreed-on focus of work and desired outcomes (2.1.10)
2. Collect, organize, and interpret client data (2.1.10)
3. Assess client strengths and limitations (2.1.10)
4. Select appropriate intervention strategies (2.1.10)
5. Help clients resolve problems (2.1.10)
6. Negotiate, mediate, and advocate for clients (2.1.10)

Course Policies:

(Examples)
Class Attendance

Missed Materials
Cell phones, Beepers
Policy Regarding Assignments, Late Projects
Extra Credit
Course Performance Expectations
Teaching Strategies

***Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Required Texts:

Schwitzer, A., & Rubin, L. (2015). *Diagnosis and treatment planning skills* (2nd ed.). Los Angeles: Sage.

Morrison, J. (2014). *DSM-5 made easy: The clinician's guide to diagnosis*. New York: Guilford.

Evaluation Methods:

Assignment 1: Exam	20 points
Assignment 2: Case Conceptualization	20 points
Assignment 3: Treatment Planning	20 points
Assignment 4: Group Presentation	<u>40 points</u>
	100 points

***Grade Scale:**

A = 90-100%
B = 80-89%
C = 70-79%
U = < 70%

Topical/Unit Outline:

Week 1

Introduction to course. Syllabus review. What do LCSWs do? The use of diagnosis in social work.

Week 2

Introduction of the DSM-5
Childhood Onset (Neurodevelopmental, Autism Spectrum, Disruptive, Impulse control, and Conduct Disorder)

Week 3

Adult Onset (Personality Disorders, Schizophrenia Spectrum, Other Psychotic Disorders, Cognitive Disorders)

Week 4

Anxiety and Depressive Disorders
Trauma and Stress Related Disorders

Week 5

Eating, Substance Use, Sexual Dysfunction and Gender Related
Somatic Symptoms and Related Disorders

Week 6

Assignment 1: Exam

Week 7

Case Conceptualization
Community Resources Assessment

Week 8

Case Conceptualization
Caregiving Assessment
Cumulative Assignment Group Selection

Week 9

Spring Recess

Week 10

Treatment Planning
Case Conceptualization
Assignment 2: Case Conceptualization due

Week 11

Putting it All Together: Integrating Diagnosis, Case Conceptualization and Treatment Planning

Week 12

Treatment Planning Overview and Application Exercise
Assignment 3: Treatment Planning Due

Week 13

Group Presentations

Week 14

Group Presentations

Week 15 (April 23, 2014)

Mental Health Professional Community Panel Event

Assignments:**Special note for North Carolina Child Welfare Collaborative Scholars and Waiver**

students. Scholar and waiver students are expected to incorporate a child welfare perspective in their other social work courses. When given options about assignments, “Collaborative students” should make choices that enhance their knowledge and skills for child welfare practice. For example, a paper for a social welfare policy class might focus on child welfare policy.

Assignment 1: Exam

This exam will consist of multiple choice, True/False, and Short Answer questions and cover the following content areas.

- Childhood Onset (Neurodevelopmental, Autism Spectrum, Disruptive, Impulse control, and Conduct Disorder)
- Adult Onset (Personality Disorders, Schizophrenia Spectrum, Other Psychotic Disorders, Cognitive Disorders)
- Anxiety and Depressive Disorders
- Trauma and Stress Related Disorders
- Eating, Substance Use, Sexual Dysfunction and Gender Related
- Somatic Symptoms and Related Disorders

Assignment 2: Case Conceptualization

This assignment will require students to use the case scenario information to complete a mental health diagnosis. Students will utilize the information from the care scenario to complete the assessment. Student will assess the client’s social and community conditions and resources for strengths and risk factors. Students will be required to use the case scenario from assignment one and identify caregiving factors, cultural, gender factors. Students then will be required to use the diagnosis information and write a case conceptualization paper. Each paper will be a maximum of seven double-spaced pages. Based will respond to the following assessment areas:

- I. Provide a general overview of what is known about the behavioral health area (who is impacted, why, and how, prevalence, causation, cultural and/or gender differences).
- II. Treatment approaches (behavior modification, medications, residential, outpatient, group or individual sessions). What is the best approach for treatment and for whom/under what conditions?
- III. Discuss the treatment approaches for clients who have dual diagnoses (for example mental health and developmental disability).
- IV. Identify appropriate community resources, strengths, and risks based on the case information and community assessment. (Students should use internet resources to gain more information about the community).

V. Address caregiving strengths and concerns.

You can make assumptions about the clients if the information is not contained in the case. In situations where you make assumptions about the clients, please explain why you have made those assumptions. The assumptions should be grounded in what you have learned about assessment of clients.

Assignment 3: Treatment Plan and Goal Setting (Note: Using the same case scenario as above)

Based on the case conceptualization paper students will develop a treatment plan. Students will be required to formulate treatment goals for the client utilizing effective treatment methods. The treatment plan will include:

Assignment 4: Cumulative Group Movie Clinical Mental Health Assessment

Students will choose groups of four members. Each group will select a movie for the provided list. Groups will complete a diagnostic assessment, case conceptualization and treatment/goal formation plan on the main character (Identified Client). The group will present their client diagnosis; case conceptualization and treatment plan for the identified client.

Group will present their case to the class (via PowerPoint or Prezi). Students will be assessed on the ability to Integrate the 3 sections covered (Diagnosis, Case Conceptualization and Treatment Planning).

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**University of North Carolina at Charlotte
College of Health and Human Services
School of Social Work**

SOWK 7030 Trauma and Recovery: Theory and Intervention

Credits: Three (3) Graduate Credits; 39 Clock Hours

Days/Time:

Location:

Faculty Information: Shanti Kulkarni

Office: CHHS 487C

Office email: skulkar4@uncc.edu

Office phone: 704-687-7936

Office hours: Thu & Fri 2-3 and by appointment

Catalog Description: This course will review the history and evolution of trauma theory and social movements and explore the impact of trauma and healing upon survivors. Students will master the foundational principles and basic skills of trauma intervention. Students will also participate in community project that involves learning about services available for trauma survivors locally.

Course Objectives: As a result of this course, students will demonstrate ability to

- Identify culturally specific beliefs and coping strategies associated with trauma
- Explain the neuro-developmental foundations of traumatic reactions
- Understand the how forms and mechanisms of oppression increase vulnerability to trauma for individuals and groups
- Conduct basic trauma assessment and intervention skills
- Identify sources of trauma risk and resilience
- Engage in efforts to enhance trauma-informed service delivery at the program or agency level
- Assess potential systems barriers which trauma survivors and their families encounter
- Monitor and share experiences of counter-activation (counter-transference) and vicarious trauma and develop self-care strategies to address such experiences

Course Policies:

Class attendance and punctuality are expected behaviors and evidence of professionalism. You are expected to arrive on time and remain for the entire class. You are allowed one absence without penalty. Each subsequent absence will result in a reduction of 2 pts from your final grade.

You are expected to have read and thought about the assigned readings. Taking notes and outlining salient points are helpful study tools for enhancing your understanding and retention of

the information from the readings and class lectures/discussions. Active class participation/discussion is highly valued. Ask questions about material you did not understand and discuss material you found provocative.

Examples of class participation include:

- Responding to questions posed in class.
- Asking thoughtful questions.
- Being a respectful listener.
- Appropriately presenting alternative views to those raised by readings, other students, or the instructor.
- Making comments that encourage others to speak.
- Offering comments that clarify or summarize ongoing class discussion.
- Discussing connections you discover between materials in the course and life experiences.

Written Work: You are expected to meet basic standards of writing proficiency. This includes proofreading and spell-checking all work, and stapling papers. Written work is to be typed. Do not use plastic covers for papers for this course. All course papers must conform to standards in the Publication manual of the American Psychological Association, Sixth Edition (APA Manual).

Policy Regarding Late Papers: Papers will be uploaded on Moodle. All late papers will automatically receive a 2 point late penalty. Thereafter, the penalty continues to accumulate at 2 points per calendar day with 6:30pm representing the cut-off time each day.

Policy Regarding In-Class Exams and Assignments: In-class examinations and assignments are to be taken the date of the exam or assignment. Make-up exams will not be given. Students may negotiate an alternate assignment at the instructor's discretion if there is an unavoidable excused absence.

Cell Phones- Cell phones should be inaudible during class. Each class session will have periodic breaks during which students can return phone calls or send text messages. Therefore, students should refrain from using their cell phones during class time. In the event of an emergency or dire circumstance, please quietly leave the classroom before returning a call or text message.

Computers – This class will be highly interactive and so I'm asking that students refrain from the use of computers during class time. I find that this allows for a higher quality of participation and listening. If you have a learning challenge which requires you to use a computer during class, please provide documentation from the Office of Student Disability. I will provide PPT copies of many of my lectures on Moodle 2.

Maintaining an E-mail Account and Use of Moodle 2: Students in this course are required to check their UNCC e-mail account (username@uncc.edu) and the UNCC Moodle 2 course site (<https://www.moodle2.uncc.edu>) on a regular basis to facilitate communication between the professor and students and to maximize student learning. The student's UNCC e-mail address is

now the students' official address through which students will receive official University notifications, news, and updates.

***Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Strategies: Teaching methods include a combination of lectures, guest speakers, group projects, and presentations by guest speakers. Instruction is supported by Moodle 2 technology.

Required Texts and Other Readings:

1. Herman, J (1997). Trauma and Recovery: The Aftermath of Violence--from Domestic Abuse to Political Terror. New York: Basic Books, Inc.
2. Briere, J., & Scott, C. (2012). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment, 2nd edition. Thousand Oaks, CA: Sage Publications.
3. Bussey, M. & Wise, J. (2007). Trauma Transformed: An Empowerment Response. Columbia University Press: New York.
4. Additional readings will be available through course e-reserves or Moodle.

Evaluation Methods:

Assignment	Percent
Demonstration Lab Client Preparation Worksheet	5
Demonstration Lab Skills Self-Assessment	15
Group Project Planning Worksheet	5
Group Project Paper	20
Group Project Presentation	5
Self-care plan	5
Exam 1	20
Exam 2	25
Total	100

***Grade Scale:**

A = 90-100%

B = 80-89%

C = 70-79%

U = >70%

Topical/Unit Outline:

Date	Week	Topic	Assignments
8/21	1	Introduction/overview	Herman Ch1 Review syllabus
8/28	2	Effects of trauma	Herman Ch 2-5
9/4	3	Effects of trauma	Briere & Scott 1 & 2 **DL Client preparation sheet due
9/11	4	Assessing Trauma	Briere & Scott Ch 3 & Ch 12 225-232
9/18	5	Foundations of Treatment	Briere Ch 4; Herman Ch 7
9/25	6	Exam #1	Group project planning
10/2	7	Working with Trauma Survivors: Psychoeducation/ Distress reduction and affect regulation training	Briere Ch 5 & 6 Bussey & Wise Ch 3 Demonstration Lab
10/9	8	Working with Trauma Survivors: Cognitive Intervention	Briere Ch 7 Burstow article Demonstration Lab
10/16	9	AVA Conference--No class meeting	Bussey & Wise Ch 1 Discussion forum due 10/16 @ midnight Group project planning
10/23	10	Individual group project consultations--No class meeting	Bussey & Wise Ch 7 Discussion Forum due at 10/23 @ midnight
10/30	11	Working with Trauma Survivors: Emotional processing	Briere Ch 8 Busey & Wise Ch 10 Demonstration lab
11/6	12	Working with Trauma Survivors: Increasing identity relational functioning	Briere Ch 9 Busey & Wise Ch 9 Demonstration lab
11/13	13	Working with Trauma Survivors: Mindfulness in trauma treatment	Briere Ch 10 Bussey & Wise Ch 4 Demonstration lab

			*Self-care plan due
11/20	14	Exam 2	
11/27	15	THANKSGIVING	
Final Exam Class	16		Herman Article: Craft of Trauma Therapy Group presentations *Group project papers due

Assignments:

1. Demonstration Lab Client Preparation Worksheet (5%)

In order to have a successful role play, you must be able to interact in an authentic and realistic manner when playing part of the client. This means you should have a clear understanding of how trauma has affected the individual you are role playing. You should understand how the client feels and thinks, what they would share, and how they would interact with the social worker. There are a few strategies which I recommend. One option would be to develop a client who would be experiencing trauma in the way you imagine that you would. If you do have trauma in your background you can draw on these experiences; however remember you will be role-playing in front of the entire class so it's important that you not reveal or disclose anything that would result in you feeling overly exposed or vulnerable. Another option would be to select a client (or client composite) with a trauma history whom you have interacted with at your field placement. If you choose this option, please do not use actual names or reveal any information that would allow the client to be identified. A worksheet will be provided by the instructor.

2. Demonstration Lab Skills Self-Assessment (15%)

The demonstration lab skills will allow for trauma intervention skills practice including: grounding techniques, responding to victim blaming, identifying triggers, identifying cognitions and trauma based assumptions, changing relationship to one's thoughts and meta-cognitions, and increasing and decreasing emotional activation. These role plays are short and so will not allow for the development of a session over time; however students will be able to receive and provide very focused, specific feedback that will be important to their professional development. All role plays will take place in the observation lab and be recorded and uploaded to Moodle. Each role play will last 7-10 minutes with 10 minutes for immediate feedback. Each student will complete a 2-3 page self-assessment paper with the following sections: strengths, missed opportunities, and a plan for continued growth for their therapist role play. Self-assessments will be submitted along with recording one week from the date of the in-class role-play.

3. Group Project (no grade; mandatory)

Students will work in small groups of 4-5 people on a special project. This project is an opportunity for students to engage with the community to better understand the needs and services of trauma survivors. Groups may choose among the three options below. Each option requires a written product as well as an oral class presentation. All group members will receive the same grade on the group paper and presentation portion of their project. Reflection papers will be assigned as individual grades.

Option 1: Community Service Assessment

Your group will complete an 8-10 page paper that describes the community services available for a vulnerable population that has experienced trauma. Students should approach this assignment thinking about how they would seek services as a potential client. Group members should research their community by interviewing local service providers. In addition to the group paper each group should prepare a simple brochure that highlights available resources.

- Describe your population.
- What services are available in the Charlotte area for this population?
- How are services accessed? What is the eligibility to receive services? Is there a waiting list for services? Is there a cost? Are there any time limits for services?
- How do these services address trauma and promote healing for survivors and their families?
- What barriers might someone face in accessing services?

More details about this assignment will be provided in class.

Option 2: Service Learning Project

Your group will develop a service project for the domestic violence shelter or another organization that serves trauma survivors. Some examples are: developing comfort bags for women and children, prepare a meal for the house, or plan a movie night for the kids with the movie popcorn, candy, etc..

The group will write a 3-5 page paper describing the project and outlining each members' contribution. Each student will complete an 3-5 page individual reflection paper about this experience.

Option 3: Activism Project

Students will plan an event to raise community awareness about a trauma related topic. They may set up Film Screening and/or Panel Discussion.

The group will complete a 6-8 page on project, outlining the planning and completion of the project. Each student will also complete a 1-2 page reflection paper about this experience. More details about this assignment will be provided in class.

4. Group Project Planning Worksheet (5%)

Advance planning, organization, coordination, communication, and team work are all essential to successful completion of this project during the semester. Each group will be required to submit a planning worksheet that includes a project description, tasks,

timeline, and individual members' responsibility. This should be viewed as a contract among group members.

5. Group Project Presentation (5%)

Each group will present an overview of their group project to the entire class with an emphasis on what they have learned.

6. Exams (20% /25%) Two comprehensive exams will be given to help students consolidate important information. Exams will be short answer/essay and case application.

***University Policies:**

Code of Student Responsibility:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:

<http://legal.uncc.edu/policies/ps-104.html>

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>.

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

Course Credit Workload:

If your course is three graduate hours, use the following. If not, please see the MSW Director. This three-credit course requires three (3) hours of classroom or direct faculty instruction and six (6) hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: reading, skills practice, group work, library research, written assignments, studying for quizzes and exams.

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>.

Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Sexual Harassment Policy:

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html>. The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>)

***School of Social Work Policies:**

In addition to University and College policies, all students in the School of Social Work are expected to comply with the School of Social Work Standards for Social Work Education (see either the MSW Handbook), and the National Association of Social Workers (NASW) Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>).

**University of North Carolina at Charlotte
College of Health and Human Services
School of Social Work**

SOWK 7035 Social Work with HIV and AIDS

Fall Semester 2015

3 Graduate credits; 39 clock hours

Fridays 8:00 to 10:45 am

CHHS Building – Room 132

Instructor: Diana Rowan, Ph.D., MSW, LCSW

Phone: 704-628-4402 home

704-687-7934 office

E-mail: drowan@uncc.edu

Office Hours: Thursdays 10:00 am to 11:00 am; after class on Fridays 10:45 to 11:45 am; other times by drop in or appointment

Course Description:

This course responds to the impact of HIV on social work client populations and emphasizes the need for social work practitioners and other helping professionals to be knowledgeable about the disease, prevention strategies, and related epidemiologic disparities. The course addresses skills necessary to assist with needs of people living with HIV/AIDS, their significant others, families, and communities.

Course Rationale: Current knowledge regarding the complexity of the medical, psychosocial, ethical, legal, political, and global issues affecting the HIV positive population are presented and discussed. Specific issues and research relevant to various sub-populations of affected people (i.e. adolescents, racial minorities, caregivers, incarcerated individuals, etc.) are examined. Students are required to engage in introspective thinking regarding their own possible fears and prejudices toward people with this stigmatizing disease, in order to make them more sensitive, ethical social workers/helping professionals. Knowledge, values and skills gained with respect to work with the HIV/AIDS community will be readily transferable to use with other populations at risk.

Course Objectives:

Objectives reflect the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). The numbered statements are the required competencies numbered as in the EPAS. As a result of successful completion of the course, students should be able to demonstrate the following:

1. Be knowledgeable about modes of transmission, diagnosis, prognosis, and consequences of HIV positive diagnoses. CSWE Educational Policy 2.1.7
2. Describe generalist social work assessment and intervention methods for people with HIV. CSWE Educational Policy 2.1.7; 2.1.10 a,b,c,d

3. Demonstrate an awareness of attitudinal biases that exist in society and how they affect people with HIV, their families, and other populations at-risk for infection. CSWE Educational Policy 2.1.4
4. Identify subpopulation-specific strategies and challenges in working with HIV affected youth, racial minorities, incarcerated individuals, gay men, caregivers, sex workers, and other at-risk groups. CSWE Educational Policy 2.1.4; 2.1.5
5. Be knowledgeable about transmission prevention and risk assessment strategies, sexual risk reduction strategies and how to educate client systems on these. CSWE Educational Policy 2.2.7; 2.1.9
6. Explain the federal programs available to people with AIDS to assist with financial and medical needs and identify gaps in services. CSWE Educational Policy 2.1.8
7. Understand the importance of research, advocacy and policy development in responding to the complex needs of this client base. CSWE Educational Policy 2.1.6; 2.1.8
8. Conceptualize how AIDS policy in America relates to the global pandemic, and understand how the disease is impacting developing countries. CSWE Educational Policy 2.1.9
9. Practice without discrimination with respect to race, color, sexual orientation, gender, marital status and class, reflecting the value base of the social work profession and its ethical standards. CSWE Educational Policy 2.1.4

Course Policies:

Professional behavior: All students must adhere to the NASW Code of Ethics. This includes respecting the dignity and self-worth of all individuals regardless of ethnicity, culture, religion, race, nationality, sexual orientation, gender, disability, and political belief.

All students must adhere to the following classroom expectations: participation, respectful attitude toward guest speakers, faculty, staff and other students; willingness to learn; regular attendance and punctuality; and completion of assignments on time.

No texting, surfing the internet, or talking to classmates about unrelated material is allowed during class. Do not create unnecessary distractions in class.

Attendance: Class attendance and punctuality are evidence of professionalism. This includes attending class, being in class on time, and not leaving class early. You will be allowed **up to two absences without penalty**. There are no distinctions between excused and unexcused absences. All absences will be treated the same.

If you exceed two absences, your final grade will be reduced by five points for each subsequent absence.

Active class participation and discussion are expected. Examples of active participation include: responding to questions posed in class, volunteering and participating in small group discussion and exercises, asking thoughtful questions, being a respectful listener, making encouraging comments, engaging with guest speakers in class, offering comments that add to the class discussion, and making contributions that demonstrate connections you discover between material in the course and other experiences you have had.

Extra Credit: Extra credit assignments will not be offered.

Leadership: As graduate students, you are expected to demonstrate the ability to organize and lead activities. You are expected to demonstrate maturity and respect while working in group activities, and to encourage other students to learn new skills, challenge themselves, and demonstrate social work values.

Policy Regarding Assignments: You have several written assignments due on Moodle. Assignments are due at the beginning of class on the due date listed on the calendar below. Late assignments are penalized one point per day (including weekends) for forum entries and two points per day for pre and post personal reflection essays. Being absent on a due date does not preclude a penalty. Work is expected to meet basic standards of writing proficiency. This includes correct grammar and punctuation, proofreading, and spell-checking. Students are encouraged to use the University Writing Center to further develop their writing skills as needed. Please contact the instructor if you are interested in a formal referral to The Writing Center, which can assign students to a regular, weekly tutor.

***Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus based on best practices that fit changing circumstances.

Teaching Philosophy/Strategies: My role as the instructor is to guide you along your learning process. You, however, ultimately determine the breadth and depth of your learning. Email is the best way to contact me. My home phone number is also listed on the first page of the syllabus. I will respond to student's individual learning needs as quickly as possible. Please do not hesitate to contact me at work or at home to schedule an in-person or phone appointment, or stop in during office hours.

Required Text:

A copy of the text will be placed on 3 hour reserve at Atkins Library, for use within the library only.

Rowan, D. & Contributors. (2013). *HIV and AIDS social work: A case-based guide*. Chicago, IL: Lyceum Books, Inc.

Evaluation Methods:

1. Forum entries (5 of 7) 25% (5% each) - Students will be required to complete an entry on the class Moodle forum for five of seven opportunities. These are one-paragraph responses (at least five sentences) to prompting questions posed by the instructor that align with the lecture and/or reading content that week. Once you post your entry you will be able to read others' posts.
2. Personal reflection essay – Pre 10% /Post 10% for a total of 20% - Students will respond to a set of questions presented by the instructor that assesses their current beliefs and attitudes about HIV. The same set of questions will be answered at the end of the course and the student will discuss any changes in their responses.
3. Group Project Part A) Experiential project 25% -- with small group of 2 to 6 students in class. This project should result in increased knowledge or skills related to social work with people living with HIV, HIV prevention, or HIV policy. (Examples – conduct an art therapy “self portrait” activity at House of Mercy with people living with AIDS; organize an event on campus to commemorate World AIDS Day Dec. 1; lead an educational group with youth about safe sex, with parental permission; hold a meeting with local stakeholders to discuss HIV disparities, create a yoga intervention for people living with HIV and practice it; assess the needs of an at-risk group in a local community. You will complete a form as a group to document what role each person filled in completing the project.
4. Group Project Part B) 20% As a group, produce a durable artifact about your experiential project, such as a magazine or news article about it, a video summary, an enhanced poster, a sample policy, an art collage, etc.
5. Class participation/Demonstration of preparation through reading of assigned chapters (10%)

***Grade Scale:**

A = 90-100%

B = 80-89%

C = 70-79%

U = < 70%

Course Outline:

The instructor stresses that this is a tentative outline and is not an inflexible document. These dates may be adjusted slightly due to course flow and availability of guest speakers. Reading assignments may also be adjusted due to the emergent nature of the research on HIV. The following outline is meant to be a guide, not a contractual document!

Week 1-August 22: Course introduction

Review syllabus, assignments

Week 2- August 29: “HIV 101”

Reading Due: Chapters 1 and 2

DUE: Personal Reflection Essay (Pre)

Week 3- September 5: HIV case management

Guest speaker – Kevin Edwards- Moore Place, Urban Ministry Center

Reading due: Chapter 10
DUE: Forum Entry #1

Week 4 - September 12: HIV policy (history)
The Age of AIDS (PBS Frontline)

Week 5 – September 19: Sexual risk assessment, risk reduction techniques; HIV testing
Guest speakers – Mecklenburg County Health Department (Jeffrey Williams- Knight
and Hannah Stutts, HIV/STD Community Outreach)
Reading due: Chapter 12
DUE: Forum Entry #2

Week 6 – September 26: Working with adolescents
Guest speaker – Regional AIDS Interfaith Network (RAIN)
Reading due: Chapters 9 and 7

Week 7 – October 3: HIV Policy (advocacy)
Guest speaker – North Carolina AIDS Action Network (NCAAN) Quinton Harper
Reading due: Chapters 17 and 16
DUE: Forum Entry #3

Week 8 – October 10: Racial disparities and HIV
Reading due: Chapters 5 and 4
DUE: Forum Entry #4

Week 9 - October 17: Community-engaged HIV prevention research, Darrin Johnson,
Statusboiz/Statusgurlz
Reading due: See Moodle for these articles:
Rowan, D., DeSousa, M., Randall, E.M., White, C. G., & Holley, L. (2014). "We're
just targeted as the flock that has HIV": Health care experiences of members of the
house/ball culture. *Journal of Social Work in Health Care*, 53(5), 460-477.
Rowan, D., Long, D.D., & Johnson, D. (2013). Identity and self-presentation in the
house/ball community: A primer for social workers. *Journal of Gay & Lesbian
Social Services*, 25(2), 178-196.

Week 10 – October 24: Community projects
DUE: Forum Entry #5

Week 11 – October 31 (Halloween): Spirituality and HIV
Guest speaker – Engaging the Black faith community in HIV prevention
Geneva Galloway, Trinity Project
Reading due: Chapters 15 and 14

Week 12 – November 7: Medical aspects of HIV care
Guest speaker – J. Wesley Thompson (PA at Rosedale Infectious Disease)
Reading: Chapter 11

Week 13 – November 14: International dynamics of the HIV pandemic

Reading: TBA

DUE: Forum Entry #6

Week 14 – November 21: LGBTQI sensitivity

Reading: TBA

Week 15 – November 28: Thanksgiving – No class

Week 16 – December 5: Group project discussion; Course wrap up

DUE: Forum Entry #7

DUE: Personal Reflection Essay (Post)

***University, College, and School of Social Work Policies**

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Course Credit Workload:

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Special Needs:

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Social Work

- **Master of Social Work (MSW)**

School of Social Work
socialwork.uncc.edu

Graduate Program Director
Dr. Robert Herman-Smith

Graduate Faculty
Suzanne Boyd, Associate Professor
Vanessa Drew-Branch, Lecturer
Mark Ezell, Professor
Robert Herman-Smith, Associate Professor and MSW Program Director
Shanti Kulkarni, Associate Professor
Othelia Lee, Associate Professor
Vivian Lord, Interim Chair and Professor
Hontah Epps, Lecturer and Field Education Director
Susan McCarter, Associate Professor
Julian Montoro-Rodriguez, Professor and Director of Gerontology
Sonyia Richardson, Lecturer
Diana Rowan, Associate Professor
Roger Suclupe, Lecturer
Lori Thomas, Associate Professor

MASTER OF SOCIAL WORK

The Master of Social Work (MSW) degree prepares students for advanced social work practice with individuals, families, small groups, organizations, and communities in a variety of public, voluntary, and proprietary human service settings. Graduates are skilled in addressing the many social and individual problems of society—especially for those who constitute membership in low income, vulnerable, and historically oppressed groups.

Full-Time Program

The Full-Time Program takes four semesters of course and field work beyond the bachelor's degree from an accredited college or university. The first practicum starts in the Fall semester of the first year and continues through Spring semester. The second practicum spans the Fall and Spring semesters of the second year.

Extended Study Program

The Extended Study Program takes three years to complete. There is no practicum the first year; the first practicum starts in the Fall of the second year and continues through Spring. The second practicum is completed in the Fall and Spring of the third year.

Advanced Standing Program

The Advanced Standing Program is available for eligible students with a Bachelor of Social Work (BSW), and consists of course and field work spanning over one calendar year of full-time study (Summer, Fall, and Spring semesters). Admission to the Advanced Standing program assumes the student is competent in knowledge, values, and skills typically learned during the first year of the Full-Time MSW program. Advanced Standing students begin in the Summer Session with courses that prepare them to enter the second year of the Full-Time MSW program.

Accreditation

The UNC Charlotte MSW degree is fully accredited by the Council on Social Work Education, the national accrediting organization for social work education programs.

Concentration

The MSW Program at UNC Charlotte offers a curriculum concentration in Advanced Generalist Practice that focuses on individuals, families, groups, organizations, and communities. The program embraces the profession's commitment to social justice as well as the School of Social Work's special attention to the region's most vulnerable populations. Graduates of the program will be advanced practitioners of social work who engage client systems at all levels of practice in a manner consistent with social work values and ethics. Students specialize by selecting a vulnerable population for intensive study.

Outcomes

The following key themes undergird the advanced knowledge and practice behaviors associated with the successful engagement, assessment, intervention, and evaluation of client systems:

- **Context** – Recognizes the inseparability of individual struggles and social issues;
- **Multi-Level Practice** – Takes action on multiple levels of social work practice;
- **Evidence-Based** – Engages in research-informed practice and practice-informed research;
- **Strengths** – Understands and employs the strengths of vulnerable populations but also insures their capacity and power to engage societal opportunities;
- **Cultural Sensitivity and Humility** – Conducts social work practice with cultural sensitivity and humility;
- **Local and Global** – Practices social work in communities everywhere; and
- **Critically Reflective** – Encourages the continuous development of critically reflective practitioners.

Graduates are employed in a range of human service settings, including youth and family agencies, child and adult protective services, schools, area mental health agencies, substance abuse centers, healthcare settings, and neighborhood service centers as therapists, program coordinators, and supervisors.

Additional Admission Requirements

Full-Time and Extended Study students begin in the Fall semester. Advanced Standing students begin in the first Summer Session. The School of Social Work admits students to the MSW program once a year. The deadline for all application materials for all programs is February 1. Admission is selective. In addition to the general requirements for admission to the Graduate School, applicants for the MSW program are required to meet the following criteria:

- 1) **For Full-Time and Extended Study applicants**, a minimum 3.0 GPA overall for undergraduate work. **Advanced Standing applicants** must have a BSW degree from a Council on Social Work Education (CSWE) accredited program within the past five years and have a 3.0 GPA overall for undergraduate work.
- 2) **Acceptable scores on the GRE.** For entrance into graduate programs at UNC Charlotte, the University sets a standard of scores in the verbal and quantitative sections of the GRE that are within the top 70th percentile.
- 3) **Liberal Arts foundation.** Students must present evidence of having a liberal arts foundation for MSW study. Courses in statistics and human biology are recommended. In addition, transcripts may be evaluated for a liberal arts foundation with courses in the humanities, the social and behavioral sciences, and the physical sciences.
- 4) **Personal Essay.** Social work applicants should complete the Personal Narrative within the electronic application. The Personal Essay should be five pages in length and must include the following:
 - a) Please discuss your reasons for seeking admission to UNC Charlotte's MSW Program.

- b) Are you interested in the Full-Time, Extended Study, or Advanced Standing program? How will you manage your schedule and resources to meet the demanding program requirements and attend to self-care?
 - c) How are your personal career interests congruent with the UNC Charlotte MSW program?
 - d) The Social Work Program values diversity in its student population. Diversity may be defined in terms of race, age, ethnicity, gender, sexual orientation, religion, unique skills, or life experiences. What personal characteristics, unique skills, or life experiences will you bring to the program?
 - e) Social workers practice with individuals from historically oppressed and diverse groups. Will people from particular groups be challenging for you to work with, either because of your personal values and/or attitudes? How will you handle this?
 - f) Describe a time when you were given critical feedback. What was your reaction to that experience? What did you learn about yourself?
 - g) As a prospective graduate student, what strengths and skills do you bring to the program? What do you identify as your areas of growth?
 - h) Describe a time when you offered help to someone else (other than a family member). Explain your reaction. What did you learn about yourself?
 - i) Your signature and date.
- 5) **Resume.** The resume is an addendum to the Personal Essay, and it should outline the applicant's educational, work, volunteer experience, and special skills or attributes. The attachment should be no more than two pages and should be in resume format. Be sure the resume includes all of the following:
- a) Personal data including name, address, phone number, email address
 - b) Educational experience including the institutions, dates you attended, and academic degrees awarded
 - c) Volunteer and/or Paid Work experience including dates for each position, 2-3 line description of each position, whether the position was full-time (FT) or part-time (PT) and whether a degreed social worker supervised you
 - d) Professional affiliations and service groups including any offices held in these organizations
 - e) Honors or special awards
- 6) **Letters of Recommendation.** Each applicant should provide three letters of recommendation. For recent graduates, at least two letters should be from faculty members or supervisors from internships for course credit. For applicants who have been out of the education system for some time, letters should be from employment or volunteer supervisors. Ideally, references will be written by MSW social workers or others who can speak to your suitability for the MSW.

The professionals providing references for you must complete two items: 1) an online recommendation form; and 2) a narrative letter. The Office of Graduate Admissions will email the link to the online form to the person providing the reference. Applicants should notify references that the UNC Charlotte MSW program requires both the Graduate School form checklist and a narrative letter uploaded onto the online form. The narrative letter should be submitted on business stationery, and it should identify the writer's title and educational credentials.

For Advanced Standing students, one letter should be written by your agency field instructor or University field liaison.

All applicants should be sure to inform those writings letters of recommendation to describe aptitude for graduate education, as well as:

- a) Volunteer or work activities and duties
 - b) Skills and values relevant to social work practice with diverse populations
 - c) Enthusiasm for learning
 - d) Responses to supervision and critical feedback
 - e) Ability to collaborate with others
 - f) Overall strengths and challenges relevant to graduate study
- 7) **Interview.** Applicants may be required to participate in an interview process.

Upon acceptance to the program, students are asked to complete an Intent to Enroll Form and a Field Application Form. Because some field placement agencies serving vulnerable populations exclude personnel with criminal

convictions, students entering the program may be subject to a criminal history inquiry. Many agencies require drug testing as well.

Degree Requirements

Full-Time Program (Two Years) *(62 credit hours)*

First Year

Fall (15 credits)

SOWK 6121 Social Work Practice: Theories and Skills (3)
SOWK 6131 Social Work Research (3)
SOWK 6141 Foundations of Social Work (3)
SOWK 6151 Social Work, Social Justice, and Diversity (3)
SOWK 6441 Social Work Practicum I (3)

Spring (15 credits)

SOWK 6232 Practice and Program Evaluation (3)
SOWK 6242 Advocacy and Policy Change (3)
SOWK 6252 Mental Health Assessment (3)
SOWK 6442 Social Work Practicum II (3)
Elective (3)*

Second Year

Fall (16 credits)

SOWK 7122 Advanced Social Work Practice with Individuals (3)

SOWK 7126 Advanced Social Work Practice with Groups (3)
SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
SOWK 7443 Social Work Practicum III (4)
Elective (3)*

Spring (16 credits)

SOWK 7127 Advanced Social Work Practice with Families (3)
SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
SOWK 7444 Social Work Practicum IV (4)
SOWK 7651 Synthesis and Reflection (3)
Elective (3)*

**For Full-Time students, one of the three elective courses must be taken within the School of Social Work.*

Extended Study Program (Three Years) *(62 credit hours)*

First Year

Fall (6 credits)

SOWK 6131 Social Work Research (3)
SOWK 6141 Foundations of Social Work (3)

Spring (6 credits)

SOWK 6232 Practice and Program Evaluation (3)
SOWK 6242 Advocacy and Policy Change (3)

Summer (3 credits)

Elective (3)*

Second Year

Fall (9 credits)

SOWK 6121 Social Work Practice: Theories and Skills (3)
SOWK 6151 Social Work, Social Justice, and Diversity (3)
SOWK 6441 Social Work Practicum I (3)

Spring (9 credits)

SOWK 6252 Mental Health Assessment (3)
SOWK 6442 Social Work Practicum II (3)
Elective (3)*

Summer

Elective (3)*

Third Year

Fall (13 credits)

SOWK 7122 Advanced Social Work Practice with Individuals (3)
SOWK 7126 Advanced Social Work Practice with Groups (3)
SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
SOWK 7443 Social Work Practicum III (4)

Spring (13 credits)

SOWK 7127 Advanced Social Work Practice with Families (3)
SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
SOWK 7444 Social Work Practicum IV (4)
SOWK 7651 Synthesis and Reflection (3)

**For Extended Study students, one of the three elective courses must be taken within the School of Social Work.*

Advanced Standing Program (One Year)

(44 credit hours)

Advanced Standing students begin in the Summer Session. After the Summer Sessions, Advanced Standing students enroll in the Full-Time Program Second Year courses listed above except they have two electives (instead of three). The curriculum for the Fall and Spring Semesters are the same as for Full-Time MSW students.

Summer

SOWK 6232 Practice and Program Evaluation (3)
SOWK 6242 Advocacy and Policy Change (3)
SOWK 6252 Mental Health Assessment (3)
SOWK 6343 Advanced Social Work Practicum and Seminar (3)

Fall

SOWK 7122 Advanced Social Work Practice with Individuals (3)
SOWK 7126 Advanced Social Work Practice with Groups (3)
SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
SOWK 7443 Social Work Practicum III (4)
Elective (3)*

Spring

SOWK 7127 Advanced Social Work Practice with Families (3)
SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
SOWK 7444 Social Work Practicum IV (4)
SOWK 7651 Synthesis and Reflection (3)
Elective (3)*

**For Advanced Standing students, one of the two electives must be taken within the School of Social Work.*

Electives

Electives may be from outside the School, but must have a social work relevance. The School of Social Work offers different elective topics each year, depending on the expertise of the faculty and student interests. As such, the School cannot guarantee which electives will be offered. Electives must be approved by the student's MSW faculty advisor prior to registration.

The Field Placement

Field placements are assigned from a variety of agencies and practice settings approved by the UNC Charlotte Social Work Field Office. Field Instructors, approved by the School of Social Work, guide the student through learning experiences, coordinating field experiences with the concurrent classroom coursework. The first year of field placement for Full Time and Extended Study students focuses on foundation practice skills. The second year of placement for these students, in a different setting, focuses on advanced practice skills. Advanced Standing placements reflect advanced practice goals.

State Certification

Graduates of the MSW Program are eligible to pursue North Carolina State Licensure/Certification at three levels: Licensed Clinical Social Worker, Certified Master Social Worker, and Certified Social Work Manager. Licensure/certification is managed by the North Carolina Certification Board for Social Work. Additional information on The Board may be found online at ncswboard.org. Students may also pursue licensure as a School Social Worker. Those who wish to become licensed as a School Social Workers should make the MSW Program Director and Field Director aware of this as soon as they are accepted into the MSW program.

Financial Assistance

Paid internships and assistantships are limited. Visit socialwork.uncc.edu for more information.

COURSES IN SOCIAL WORK (SOWK)

SOWK 6121. Social Work Practice: Theories and Skills. (3) Introduces the theories of human behavior and models of social work intervention necessary to engage all levels of client systems. *(Fall)*

SOWK 6131. Social Work Research. (3) Introduction of social science research methods and their relevance to social work. Other content relates to the application of critical thinking and how to engage in research-informed practice and practice-informed research. *(Fall)*

SOWK 6141. Foundations of Social Work. (3) Students are introduced to the profession of social work, with attention to social work history, social welfare history, and current social policies and programs that influence the contexts of social work practice. Professional values, identity, and critical thinking are discussed in relationship to current and historical understandings of social problems and policy responses. *(Fall)*

SOWK 6151. Social Work, Social Justice, and Diversity. (3) Examines individual, systemic, and ideological factors related to diversity and social justice. Theories and perspectives that contribute to understanding oppression and privilege are emphasized. Implications for social work practice, research, and policy are examined. Strategies to counter discrimination and oppression are identified. Requires considerable critical analysis and self-reflection on the part of participants. *(Fall)*

SOWK 6212. Advanced Social Work Practice with Individuals. (3) Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). Expands social work students' knowledge, values, and skills with regard to advanced micro practice with individuals, especially members of vulnerable groups. *(Fall)*

SOWK 6232. Practice and Program Evaluation. (3) Prerequisite: SOWK 6131 (Advanced Standing students are exempt from this prerequisite). Demonstrates how to engage in research-informed practice and practice-informed research. Managing client data and critically analyzing, monitoring, and evaluating interventions are covered in-depth. *(Spring for Full-Time and Extended Study, Summer for Advanced Standing)*

SOWK 6242. Advocacy and Policy Practice. (3) The role of advocacy in the social work profession, tools for bringing about policy change, and use of advocacy to promote social justice, especially for vulnerable populations. *(Spring & Summer)*

SOWK 6252. Mental Health Assessment. (3) Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). An overview of social work theories related to mental/behavioral health assessment with special emphasis on and critique of the APA *Diagnostic and Statistical Manual of Mental Disorders* (DSM). *(Spring for Full-Time and Extended Study, Summer for Advanced Standing)*

SOWK 6343. Advanced Social Work Practicum and Seminar. (3) Prerequisite: Admission to the Advanced Standing program. Designed for Advanced Standing students, this field internship course has an integrated twofold purpose. First, it solidifies students' preparation in foundation social work practice methods and skills with individuals, families, small groups, and organizations and communities. Students demonstrate their understanding of foundation theories and concepts by applying practice methods and skills across systems and with diverse clients. They also demonstrate the ability to accurately assess client systems, formulate and carry out plans of intervention, and evaluate the effectiveness of practice. Second, students develop an emerging understanding of interpersonal practice with individuals, families, and small groups and how foundation practice theories and methods can prepare them for utilizing interpersonal practice methods within a selected field of practice emphasis. *(Summer)*

SOWK 6441. Social Work Practicum I. (3) A foundation field practicum that prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor and attend a monthly seminar. *(Fall)*

SOWK 6442. Social Work Practicum II. (3) Prerequisite: SOWK 6441. A foundation field practicum that prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor and attend a monthly seminar. *(Spring)*

SOWK 6635. The Social Context of Mental Health. (3) Cross-listed as SOCY 6635, PSYC 8636, and PPOL 8636. Prerequisite: Admission to graduate program or permission of instructor. Draws upon contributions from the field of psychiatry, psychology, social work, and anthropology. The focus is on mental health and illness in its social context, with an emphasis on the relationship between social structure and mental health/disorder. Social factors are examined which shape psychiatric diagnosis, the effects of socio-demographic variables on mental health, and the role of social support and stress for different groups. Also examines the organization, delivery, and evaluation of mental health services, and mental healthcare policy. *(Every other year)*

SOWK 7090. Special Topics in Social Work. (3) A topics course that is only available for graduate credit. *May be repeated for credit with change of topic. (Fall, Spring, or Summer)*

SOWK 7010. School Social Work. (3) Exploration of school social work practices from a theoretical as well as practical point of view. Also focuses on the roles of school social workers and the type of issues they confront. *(Spring)*

SOWK 7015. Child Welfare. (3) Prerequisite: Permission of MSW Program Director or the instructor. Examination of the history, purpose, and goals of child welfare services in North Carolina and in the United States. Course information is provided from the context of the child- and family-centered model that guides child welfare services. *(Summer)*

SOWK 7020. Social Welfare and Philanthropy. (3) Introduction to philanthropy which allows students, through a community-based project, to experience two predominant aspects of philanthropy – grant making and fundraising – with an emphasis on supporting the well-being of vulnerable populations. *(On demand)*

SOWK 7025. Social Development in Malawi. (3) Students actively participate in several pre-departure class lectures and work sessions. They travel to Malawi for 11 days and engage in service-learning activities aligned with

social development in rural Malawi. Experiential projects are designed and implemented by students using funds they raise. Sustainability and anti-oppressive approaches to social development are highlighted. (*Fall, Spring, Summer*)

SOWK 7030. Trauma and Recovery: Theory and Intervention. (3). This course will review the history and evolution of trauma theory and social movements and explore the impact of trauma and healing upon survivors. Students will master the foundational principles and basic skills of trauma intervention. Students will also participate in community project that involves learning about services available for trauma survivors locally. (On demand)

SOWK 7122. Advanced Social Work Practice with Individuals. (3) Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). Expands social work students' knowledge, values, and skills with regard to advanced micro practice with individuals, especially members of vulnerable groups. (*Fall*)

SOWK 7035. Social Work with HIV and AIDS. (3). This course responds to the impact of HIV on social work client populations and emphasizes the need for social work practitioners and other helping professionals to be knowledgeable about the disease, prevention strategies, and related epidemiologic disparities. The course addresses skills necessary to assist with needs of people living with HIV/AIDS, their significant others, families, and communities.

SOWK 7126. Advanced Social Work Practice with Groups. (3). Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). Theory and practice related to social work with small groups. Various approaches to group development and facilitation, including social change, therapeutic change, goal setting, and assessment in groups, with an emphasis on work with vulnerable populations. (*Fall*)

SOWK 7127. Advanced Social Work Practice with Families. (3). Prerequisite: SOWK 6121 (Advanced Standing students are exempt from this prerequisite). This course expands social work students' knowledge, values, and skills with regard to advanced micro practice with families, especially members of vulnerable populations. (*Spring*)

SOWK 7222. Advanced Social Work Practice with Organizations and Communities I. (3) Builds on the foundational theories and skills introduced in Social Work Practice with specific attention to communities and organizations as primary client systems. Introduces theories that inform and guide practice in communities and organizations. Builds advanced skills in engaging and assessing communities and organizations. (*Fall*)

SOWK 7223. Advanced Social Work Practice with Organizations and Communities II. (3) Prerequisite: SOWK 7222. Builds advanced practice skills in the design, development, implementation, and evaluation of interventions at the community and organizational levels. Also builds skills in leadership and ethical decision-making. Emphasizes the use of critical thinking and self-awareness concerning leadership and ethical challenges in community and organizational contexts. (*Spring*)

SOWK 7443. Social Work Practicum III. (4) Prerequisite: SOWK 6442 (Advanced Standing students are exempt from this prerequisite). Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. (*Fall*)

SOWK 7444. Social Work Practicum IV. (4) Prerequisite: SOWK 7443. Corequisites: SOWK 7223 and SOWK 7651. Continuation of SOWK 7443. Fieldwork of 24 hours per week. (*Spring*)

SOWK 7651. Reflection and Synthesis. (3) Prerequisites: SOWK 7222 and SOWK 7443. Corequisites: SOWK 7223 and SOWK 7444. Provides MSW students with an opportunity to practice personal reflection, synthesize their learning from the MSW program, and demonstrate competency. (*Spring*)

SOWK 7627. Seminar in Advanced Practice: Supervision and Staff Training. (3) Prerequisites: SOWK 6121, SOWK 6131, SOWK 6141, SOWK 6151, or admission to Advanced Standing program. Students may choose to satisfy their social work elective requirement with this course. This seminar is for students who anticipate working in traditional social welfare organizations in the public or private sectors. The focus is on knowledge and skills that

a social worker needs to succeed in practice in large organizations. Included is content on supervision, staff training and development, and the role of the professional in large organizations. (*Spring*)