

2012-2013 LONG SIGNATURE SHEET

Proposal Number: SOCIAL WORK BSW 8-6-12



Proposal Title: BSW Curriculum **UNC CHARLOTTE**

Originating Department: Social Work

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

| DATE RECEIVED | DATE CONSIDERED | DATE FORWARDED | ACTION | SIGNATURES |
|---------------|-----------------|-------------------------|----------|--|
| | | | Approved | <u>DEPARTMENT CHAIR</u> [MARK EZELL:] |
| 9/7/12 | 10/10/12 | 10/17 ^{SK} /12 | Approved | <u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [SHANTI KULKARNI:] |
| 10/17/12 | 10/18/12 | 10/29/12 | Approved | <u>COLLEGE FACULTY CHAIR (if applicable)</u> [AMY BARSANTI:] |
| 10/29/2012 | 10/30/2012 | 10/30/2012 | Approved | <u>COLLEGE DEAN</u> [NANCY FEY-YENSAN:] Jane B. Neese |
| | | | Approved | <u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:] |
| | | | Approved | <u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only) |
| | | | Approved | <u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only) |
| | | | | <u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar) |
| | | | | <u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed) |

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UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

BSW CURRICULUM CHANGES IN THE DEPARTMENT OF SOCIAL WORK

PROPOSAL NUMBER BSW 8/6/12

TITLE: BSW CHANGES IN RESPONSE TO ACCREDITATION DEMANDS

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. **SUMMARY.** The Social Work department proposes to revise the course objectives in all undergraduate social work courses in order to address 2008 Council on Social Work Education (CSWE) accreditation standards, competencies, and practice behaviors.

To address CSWE accreditation mandates, the Department will:

- Update social work course descriptions and objectives
- eliminate the two course social work elective (SOWK 3090) requirement
- eliminate the SOCY 4156 (Quantitative Analysis) and SOCY 4156L (lab) requirement
- eliminate the 2200 level or above requirement for a second (e.g., foreign) language
- require Stat 1222
- require three new undergraduate courses: SOWK 3133 (Community Engagement & Outreach), SOWK 3199 (Professional Behaviors, Ethics & Communication), & SOWK (Research II)
- require students to complete four 3 hour courses examining population groups of interest to social work such as women, sexual orientation, religion, international populations, human challenges (physical/mental health), study abroad course, gerontology, and child welfare from among AFRS 1100, AFRS 2120, AFRS 2215, AFRS 2170, LTAM 1100, LTAM 2116, ANTH 2010, ANTH 2111, ANTH 2112, ANTH 2114, ANTH 2115, ANTH 2116, ANTH 2117, ANTH2122, and ANTH2123, as well as other courses as approved by the BSW Coordinator.
 - Special populations can be taken at any point but is a not a requirement to enter the major
- change the sequencing of social work practice courses (moving SOWK 3181 to spring semester of junior year and 3182 to fall semester of senior year) to allow students to frontload practice information for use in field education.
- combine the fall senior year field placement course (SOWK 3482 – six credit hours) and field seminar course (SOWK 3683 1 credit hour) and spring senior year field placement course (SOWK 3484 – 9 credit hours) and spring senior year seminar course (SOWK 3685 – 1 credit hour) into single field placement and seminar courses (SOWK 3482 – 5 credit hours for fall of senior year and SOWK 3484 – 6 credit hours for spring of senior year). This proposed change will provide consistency across the undergraduate and graduate programs; we combined the field placement and seminar courses as the MSW

program has the same field/seminar format we are proposing. In addition, it allows students to receive one grade for their performance in their field placement. Under the current format a student could potentially pass seminar and not field and students have to drop seminar when they are dismissed from their field placement. Lastly, it is confusing to students as the two courses are taught together with only one syllabus for both classes.

- Currently the seminar course is an Oral Intensive course. The proposed curriculum will change the combined Field / Seminar courses (SOWK 3482 & 3483) to Oral Intensive courses.
- SOWK 3202 Social Welfare Policy remains the Writing Intensive course.
- As can be seen in the Overview of proposed changes (Attachment 2): Several of the courses involved in the proposed curriculum changes involve courses that also include SACS accreditation measures. Great lengths have been taken to not change any of the current SACS accreditation measures and the new CSWE accreditation measures are in addition to any current SACS objectives.
- SOWK 3100 will change to SOWK 3900 to reflect the university policy on course numbers.

BSW Major - Revised Curriculum (Blue signifies change)

Year 1

Fall

SOCY 1101 Intro Soc (3)
BIOL 1110 Prin Bio I (3)
BIOL 1110L Prin Bio I Lab (1)
ENGL 1101 English Comp I (3)
Math (3)
LBST 1100 Series (3)

Spring

PSYC 1101 Gen Psych (3)
POLS 1110 Intro Amer Pol (3)
ENGL 1102 English Comp II (3)
Stat 1222 (3)
LBST 2101 (3)

Year 2

Fall

SOWK 1101 Field of SW (3)
SOWK 2182 HBSE I (3)
Writing Intensive (3)
LBST 2102 (3)
Population Groups (3)*

Spring **Apply to Upper Division**

SOWK 2183 HBSE II (3)
Population Groups (3)*
LBST 2200 Series (3)
Elective (3)
Elective (3)

*Students are required to complete four 3 hour courses examining population groups of interest to social work such as women, sexual orientation, religion, international populations, human challenges (physical/mental health), study abroad course, gerontology, and child welfare from among AFRS 1100, AFRS 2120, AFRS 2215, AFRS 2170, LTAM 1100, LTAM 2116, ANTH 2010, ANTH 2111, ANTH 2112, ANTH 2114, ANTH 2115, ANTH 2116, ANTH 2117, ANTH2122, and ANTH2123 as well as other courses as approved by the BSW Coordinator.

Junior Level Transfer Students- Summer Entry Option

Summer 1

SOWK 1101 Field of SW (3)

SOWK 2182 HBSE I (3)

Summer 2 Apply to Upper Division

SOWK 2183 HBSE II

Year 3

Fall

SOWK 3120 Div & Pop at Risk (3)

SOWK 3133 Comm Engage & Outreach (3)

SOWK 3199 Prof. Behav, Ethics, & Comm. (3)

SOWK 3201 Found. Social Welfare (3)

Spring

SOWK 3202 Soc. Wel. Policy (3)

PSYC 3151 Abn Psyc (3)

SOWK 3900 Research I (3)

SOWK 3181 Practice Methods I (3)

Population Groups (3)*

Population Groups (3)*

Year 4

Fall

SOWK 3482 Field Practicum I (5)

SOWK 3182 Practice Methods II (3)

SOWK 3988 Research II (3)

Elective (3)

Spring

SOWK 3484 Field Practicum II (6)

SOWK 3184 Practice Methods III (3)

Elective (3)

Elective (3)

Total Hours in Social Work = 50 Total Hours in Curriculum Layout = 120

B. JUSTIFICATION.

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

The Department of Social Work is revising current course descriptions and objectives to address the 10 competencies and over 50 practice behaviors mandated by the revised CSWE academic standards. We also are introducing three new courses and eliminating social work electives to ensure that the Department's required courses address all of the competencies and practice behaviors required by the 2008 CSWE standards. In addition to covering the new professional (CSWE) standards, the new course offerings will address specific areas of concern per feedback from our students, faculty members, Community Advisory Board, field educators, and other constituency groups. Using current accreditation standards and above feedback, the revised curriculum will include three new courses (3133, 3199, & 3988).

A NOTE ABOUT COURSE OBJECTIVES

We adopted an approach to course objectives that is linked to our Council on Social Work Education (CSWE) accreditation standards. According to CSWE, there are 10 core competencies students must understand by the time they graduate. “Under” each core competency is nested several practice behaviors. The practice behaviors make operational each competency, and therefore, are being used as course objectives in all required SOWK courses. One of the primary reasons for using practice behaviors as course objectives is that we are required by the CSWE to assess students’ practice behaviors twice during the BSW Program – once in field practicum and once in a SOWK course.

An example of a competency and its practice behaviors is included in the box below. The sentence in bold is the competency. The italicized language is a description of the competency’s characteristic knowledge, values, and skills. Finally, the bulleted items are the specific practice behaviors.

Educational Policy 2.1.3

Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers ...

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- Analyze models of assessment, prevention, intervention, and evaluation; and
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competencies. In several courses these competencies and associated practice behaviors will be given in-depth treatment, while in others, these competencies are introduced and take something of a secondary role.

Another **major aspect of our approach to course objectives** comes from our experience with prior accreditations, the self-studies and site visits. The accrediting body usually asks that course syllabi, and course objectives specifically, show their linkage to accreditation standards. There are a variety of ways to do this and we chose an approach where we nest course objectives (i.e., practice behaviors and advanced practice behaviors) under the relevant competency. This method is simply a way to make it easy to see the connection between course objectives and the competencies included in the accreditation standards.

Because of this style of presentation – one that will be of great benefit when we submit our self-study – it can appear that several courses deal with the same particular competency. Obviously, we created functional redundancy between and among competencies when we designed the curriculum, but we have worked hard to coordinate classes to eliminate dysfunctional redundancy. Further, knowledge on applying practice behaviors (course objective) in social service agencies is a dynamic process that is consistently refined and strengthened. As such, students will have some redundancy in course objectives to reflect the process of becoming a competent social worker.

One of the new proposed courses, SOWK 3133 **Community Engagement and Outreach**, will give social work students introductory experience in volunteering and service learning and will assist social work students in being prepared to enter their required field setting during their senior year, changes supported by faculty members and field educators. The course will be taken during first (junior) year of upper division in social work.

The SOWK 3988, **Research II** course will replace the current required course SOCY (quantitative analysis) course and be taken during the first semester of the senior year to better integrate the use of statistics with social work practice. This course will address issues of data analysis and program evaluation, important content to allow students to address issues of data analysis while in their field education setting.

The **Professional Behaviors, Ethics & Communication** (SOWK 3199) is a course that will address issues of professionalism (e.g., the development of a professional self as well as professional communication and behaviors) for use in social work practice. Field educators, faculty members, and community advisory board members have expressed a desire for additional coursework and content emphasizing professionalism.

2. Discuss prerequisites/corequisites for course(s) including class-standing.

Prerequisites/corequisites have been changed to address the re-sequencing of course work as well as new courses and requirements. The BSW Program Committee determined and Department of Social Work Curriculum Committee recommended these changes based upon CSWE accreditation standards. Changes in course descriptions and co/pre requisites are found below with changes for the catalog information noted in blue and red.

SOWK 1101. The Field of Social Work. (3) ~~Historical development and philosophy of social work as a profession; personal and societal needs; methods and organizational arrangements; and roles and tasks of social workers.~~ Students will learn about the social work profession, including its history, values, and areas of professional practice. *(Fall, Spring, Summer)Day*

SOWK 2182. Human Behavior and the Social Environment I . (3). Prerequisite or corequisite: BIOL1110, BIOL 1110 Lab, SOCY 1101, and PSYC 1101. Prerequisite or corequisite: SOWK1101. ~~Human behavior in the social environment in relation to developmental theory and transitions across the life span.~~ Students will focus on human development within the biological, psychological and social structure as it occurs throughout the life span. *(Fall, Summer) Day*

SOWK 2183. Human Behavior and the Social Environment II (3). Prerequisite: SOWK 2182. ~~Human behavior in the social environment in relation to interactions among individuals, families, communities, and larger social systems.~~ Students will learn the foundational frameworks for understanding human interaction between individuals, families, communities, and larger social systems. *(Spring, Summer)Day*

~~**SOWK 3090. Topics in Social Work. (1-3).** Specialized topics in social work. May be repeated for credit as topics vary. (A list of specific courses offered each term is available through campus course listings.) *(Fall, Spring, Summer)*~~

SOWK 3120. Diversity and Populations-at-Risk. (3). Prerequisite: Upper Division standing. ~~Issues of race, ethnicity, gender, sexual orientation, social class, age, and ability in social work practice.~~ Students will analyze issues of race, ethnicity, gender, sexual orientation, social class, age, and ability within social work practice. *(Fall)Day*

SOWK 3133. Community Engagement and Outreach. (3). Prerequisite: Upper Division standing Corequisite: SOWK 3120 and SOWK 3199. Students will engage in experiential learning in order to effectively prepare them for social work practice with vulnerable populations, and specifically to enhance their ability to build relationships and facilitate access. *(Fall) Day*

SOWK 3181. Practice Methods I . (3). Prerequisite: Upper Division standing. ~~Corequisite: SOWK 3482, SOWK 3482. Corequisite: SOWK 3900, 3202. Generalist social work practice methods with an emphasis on working with individuals.~~ Students will develop competencies in generalist social work practice methods with an emphasis on working with individuals. *(Spring) Day*

SOWK 3182. Practice Methods I I . (3). Prerequisite: Upper Division standing, SOWK 3181. Corequisite: SOWK 3484, SOWK 3484. 3482. ~~Generalist social work practice methods with an emphasis on working with families and groups.~~ Students will develop competencies in generalist social work practice methods with an emphasis on working with families and groups. *(Fall) Day*

SOWK 3184. Practice Methods III. (3). Prerequisite: Upper Division standing and SOWK 3181, 3182. Corequisite: SOWK 3484, ~~SOWK 3484~~. ~~Generalist social work practice methods with an emphasis on working with communities and large systems.~~ Students will develop competencies in generalist social work practice methods with an emphasis on working with communities and large systems (*Spring*) Day

SOWK 3199. Professional Behaviors, Ethics & Communication. (3). Prerequisite: Upper Division standing
Corequisite: SOWK 3120 and SOWK 3133. Students will explore issues related to professional values, professional identity, continual learning, and best practices for social workers in a variety of practice situations (*Fall*)

SOWK 3201. Foundations of Social Welfare. (3) (W). Prerequisite: Upper Division standing. Corequisite: SOWK 3202. ~~History of and current trends in social welfare; values and conflicts that influence social welfare programming.~~ Students will learn about the history of and current trends in social welfare, as well as values and conflicts that influence social welfare programming. (*Fall*) Day

SOWK 3202. Social Welfare Policy. (3). Writing Intensive. Prerequisite: Upper Division standing and ~~SOWK 3201~~. Prerequisite: SOWK 3201. ~~Nature and development of social welfare policy; implications of policy for program design and service delivery.~~ Students will learn to critically analyze social welfare policy, including policy development and reform processes and outcomes. (*Spring*) Day

SOWK 3482. Field Seminar I (1). Prerequisite: Upper Division standing. Corequisite: SOWK 3181. ~~Classroom analysis and discussion of the student field placement experience.~~ (*Fall*)

SOWK 3482 Field Practicum I (5). Oral Intensive. Prerequisite Upper division standing, SOWK 3181. Corequisite 3182. ~~Classroom analysis and discussion of the student field placement experience.~~ Students will complete an approved supervised field experience 16 hours per week. Students concurrently participate in a field seminar to reinforce and enhance their field experience. (*Fall*) Day

SOWK 3484. Field Seminar II (1). Prerequisite: Upper Division standing, SOWK 3181, SOWK 3482, ~~SOWK 3482~~. Corequisite: SOWK 3182, ~~SOWK 3184~~. A continuation of SOWK 3482, classroom analysis and discussion of the student field placement experience. (*Spring*)

SOWK 3484. Field Practicum II (6). Oral Intensive. Prerequisite: Upper division standing, SOWK 3182 & SOWK 3482. Corequisite: SOWK 3184. Students will complete an approved supervised field experience 24 hours per week. Students concurrently participate in a field seminar to reinforce and enhance their field experience. (*Spring*) Day

SOWK 3895. Directed Individual Study. (1-4). Prerequisite: Consent of the Department. Supervised investigation of a special problem or area of practice. May be repeated for credit. *(Fall Spring, Summer)*

SOWK ~~3100~~ 3900. Social Work Research I. (3). Prerequisite: Upper Division standing. ~~Introduction to research methods and skills used in social work.~~ *Students will be introduced to scientific and ethical approaches to building knowledge while focusing on quantitative and qualitative research methods, research design and sampling techniques. (Spring)Day*

SOWK 3988. Research I I. (3). Prerequisite: Upper Division standing, SOWK 3900
Corequisite: SOWK 3182 and SOWK 3482. Students will comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. *(Fall) Day*

SOWK 4101. Social Work Practice with Older Adults. Prerequisite: Consent of the Department. Social work practice with older adults with an emphasis on assessment, intervention planning, and implementation. *(On demand)**only offered as needed*

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

The course numbering for undergraduate work in our department is listed as 1000, 2000, and 3000 level courses. The existing courses retained their former numbering and the three new courses will also have a 3000 level number. 3000 level courses indicate junior and senior level, 2000 level courses indicate sophomore level, and 1000 level courses indicate freshmen level.

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

The proposed changes to the current course syllabi will allow the social work department to address each of the competencies and practice behaviors as required by the CSWE. Faculty members created a curriculum map to examine in which courses content addressing competencies and practice behaviors can be found. In addition to CSWE mandates, “communication across the curriculum” objectives also have been added and mapped in the curriculum. For several years, undergraduate faculty members in social work have been working with the university-wide initiative to infuse writing and oral communication in undergraduate curriculums. With the CSWE competencies and practice behaviors becoming explicit in the social work coursework; students, field educators, and faculty members can easily match how competencies and practice behaviors are being addressed throughout the curriculum. The three new courses have been strategically placed in the curriculum to allow students to systematically acquire knowledge, skills, and values, which they are

expected to demonstrate in course work and field education. These changes will allow the Social Work Department to meet and evaluate expectations and mandates from the CSWE.

- 5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.**

Not applicable

C. Impact.

- 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.**

All undergraduate social work students will be affected by the proposed curriculum changes.

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

a. When and how often will added course(s) be taught? With the exception of SOWK 1101 (taught fall and spring), courses will continue to be taught once a year and the introductory courses of SOWK 1101, SOWK, 2182 & SOWK 2183 also will be taught during the summer semester.

b. How will the content and/or frequency of offering of other courses be affected? Currently, we offer two sections of upper division courses once a year. These proposed changes will not have any effect the frequency of offerings of other courses.

c. What is the anticipated enrollment in course(s) added (for credit and auditors)? The anticipated enrollment in SOWK courses will not change from the current enrollment at about 28 students per section. A total of approximately 55 students are in both sections of a class.

d. How will enrollment in other courses be affected? How did you determine this? Because the social work department is responsible for granting students upper division status, we have the ability to regulate how many students are eligible to enroll in these classes. As a result, there will be no enrollment changes.

e. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures. Not applicable

f. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, etc.) With the exception of SOWK (Research II), we do not anticipate any of the curricula changes to effect any other departments. Currently, our upper division students take quantitative analysis (SOCY 4156 and 4156L) from the Department of Sociology. Offering our own data analysis course will reduce the number of students enrolled in SOCY 4156 and 4156L. The Department of Sociology has fully endorsed this change (see email attachment). All of our upper division courses are for Social Work Majors and our three lower division courses are not listed as required courses for any other major. The Department of Math and Statistics supports the idea of social work majors being required to take STAT 1222, and many Social Work majors already take the course.

Additionally, the Department of Africana Studies, Department of Anthropology, and the Latin American Studies Program support the four course population group requirement and have suggested the appropriate coursework from each of their units.

Dr. Reimer (Department of Languages and Culture Studies) has asked the Department of Social Work to reconsider the decision to eliminate the third semester second language requirement. Although there are mixed reactions in the Department of Social Work about discontinuing the second language requirement, analysis of various population groups has been deemed as more appropriate and important than beginning level language awareness and acquisition. In the end there was consensus that this change was in the best interest of our students.

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.** Specify requirements for new faculty, part-time teaching, student assistant and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

As a result of eliminating social work elective courses, the addition of three courses should have minimal impact on the need for additional faculty members (e.g., addition of 4-6 sections of course work instructed by part-time faculty members). Because of the elimination of the SOWK 3090 elective courses, we can use the faculty who taught those courses to teach the additional sections of courses needed during the two year transition period.

- B. PHYSICAL FACILITY** NO IMPACT

- C. EQUIPMENT AND SUPPLIES** NO IMPACT

- D. COMPUTER.** Specify requirements for computer usage by students and/or faculty, and include an assessment of the adequacy of computing resources by Computing Services.
NO IMPACT

- E. AUDIO-VISUAL.** Specify requirements for audio and/or visual equipment and media production services from Media Services. NO IMPACT

- F. OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding. NO IMPACT

- G. SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal. Part-time faculty members as noted above. NO IMPACT

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](#)). See the library consultation in Attachment 2

B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS. List departments/units consulted in writing and dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

April 11, 2012 – Dr. Akin Ogundiran (Chair) Africana Studies Department – supports the use of AFRS courses for the population group requirement and made a specific suggestion to include AFRS 2215, which was done.

April 11, 2012 – Dr. Alan Dow (Chair) Department of Mathematics and Statistics – supports social work requiring Stat 1222.

April 12, 2012 – Dr. Janet Levy (Chair) Department of Anthropology – provided detailed feedback and supports the ANTH course work for the population group requirement.

April 12, 2012 – Dr. Lisa Walker (Chair) Department of Sociology – “whole-hearted endorsement of this proposal.”

April 12, 2012 – Dr. Gregory Weeks - “LTAM definitely supports your proposal, and the course would certainly be appropriate for social work majors.”

April 12, 2012 – Dr. Robert C. Reimer (Chair) Department of Languages and Culture Studies raised important concerns and requested the Department to reconsider the decision to eliminate the third semester second language requirement. And, although there were mixed reactions in the Department of Social Work about discontinuing the second language requirement, analysis of various populations groups has been deemed as more appropriate and important than beginning level language awareness and acquisition.

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 BSW Program Committee and the Department of Social Work Curriculum Committee have endorsed this proposal. As previously noted, although there were mixed reactions in the Department of Social Work about discontinuing the second language requirement, analysis of various populations groups has been deemed as more appropriate and important than beginning level language awareness and acquisition.

B. CREDIT HOUR. Review statement and check if applicable

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. The BSW Program Committee has reviewed all of the proposed syllabi and agree that the assignments are sufficient.

A. ATTACHMENTS

1. CONSULTATION: Attach relevant documentation of consultations with other units. See other department consultation emails in Attachment 1
2. COURSE OUTLINE/SYLLABI: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. See Attachment 3 for course Syllabi
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 “~~strikethrough~~” formatting in red text for text to be deleted, and adding and highlighting any **new text in blue font**).

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.

If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY: Please indicate whether the proposed change will impact an existing Academic Plan of Study. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at provost.uncc.edu/resources-and-reports). See Attachment 5 for Academic Plan of Study.

5. STUDENT LEARNING OUTCOMES; Please indicate what SLOs are supported by this course or courses or whether this curricular change requires a change in SLOs or assessment for the degree program. The proposed curricular changes do not require any changes in the current SLO outcomes or assessments.
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? All the existing courses will maintain their current text book adoption policies. The three new proposed courses will at a minimum utilize one of the three polices to reduce textbook cost.

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.

LIST OF ATTACHMENTS

ATTACHMENT 1: CONSULTATIONS

ATTACHMENT 2: LIBRARY CONSULTATION

ATTACHMENT 3: COURSE OUTLINE / SYLLABI

ATTACHMENT 4: PROPOSED CATALOG COPY

ATTACHMENT 5: ACADEMIC PLAN OF STUDY

ATTACHMENT 6: COURSE LISTING

Long, Dennis

To: Ogundiran, Akinwumi
Cc: Shears, Jeffrey
Subject: RE: Social Work Curriculum Changes

Thank you Akin and a wonderful suggestion concerning AFRS 2170 as another course! I will recommend that we include it as an option.

Dennis

From: Ogundiran, Akinwumi
Sent: Wednesday, April 11, 2012 7:51 PM
To: Long, Dennis
Cc: Shears, Jeffrey
Subject: RE: Social Work Curriculum Changes

Hello Dennis and Jeffrey,

We support the inclusion of the following Africana Studies courses as options for your program's requirement in the study of population groups: AFRS 1100, 2120, 2215.

We offer AFRS 1100 every semester, AFRS 2215 every other semester, and AFRS 2120 occasionally. There is no restriction to these courses. However, please note that AFRS 2215 is also a writing intensive class.

One other class you may want to consider is AFRS 2170: Introduction to Health and Environment in the Africana World. The course focuses primarily (70%) on the health issues in African American populations in the US and secondarily (30%) on the health issues in the developing countries of Africa and the Caribbean.

The Africana Studies courses that you have identified provide contents on the kinds of population studies that will be relevant to the BSW program. We support your initiatives. Good luck with these curriculum changes.

Best,
Akin

Akin Ogundiran, Ph.D. | Chair, Africana Studies Department
Professor of Africana Studies, Anthropology & History
UNC Charlotte | Africana Studies | Garinger 113
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-2355 | Fax: 704-687-3888
ogundiran@uncc.edu | <http://www.africana.uncc.edu>
Africana Studies @ UNC Charlotte: 40 Years of Transnational Education in a Global City

From: Long, Dennis
Sent: Wednesday, April 11, 2012 4:37 PM
To: Weeks, Gregory; Levy, Janet; Reimer, Robert; Ogundiran, Akinwumi
Cc: Shears, Jeffrey
Subject: Social Work Curriculum Changes

Drs. Ogundiran, Weeks, Levy, and Reimer,

Long, Dennis

To: Dow, Alan; Walker, Lisa
Cc: Shears, Jeffrey
Subject: RE: BSW curriculum changes

Excellent point Alan! We appreciate your support and will also follow-up with the advisement piece concerning the pre-requisite for Stat 1222.

Thanks!
Dennis

From: Dow, Alan
Sent: Wednesday, April 11, 2012 4:17 PM
To: Long, Dennis; Walker, Lisa
Cc: Shears, Jeffrey
Subject: RE: BSW curriculum changes

Hello Dennis (and Lisa)

It's absolutely fine with us that you require Stat 1222 of all your students and that you follow that up with your proposed SOWK 3888 but let me just bring to your attention (just in case) that we do have Math 1100 (College Algebra) or a sufficiently high placement test score as a pre-requisite for Stat 1222 and frequently encounter students who plead ignorance that they thought various lower level community college courses (etc) would have been sufficient to get in to Stat 1222. Certainly clear cut advising on this point would be helpful (we also frequently claims that their advisor agrees with them about prerequisites)

cheers,
Alan

--

Alan Dow, Ph.D. | Professor of Mathematics
UNC Charlotte | Dept. of Mathematics and Statistics
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-4560 | Fax: 704-687-6416

adow@uncc.edu | <http://www.math.uncc.edu>

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Long, Dennis

From: Levy, Janet
Sent: Thursday, April 12, 2012 1:32 PM
To: Long, Dennis; Weeks, Gregory; Reimer, Robert; Ogundiran, Akinwumi
Cc: Shears, Jeffrey
Subject: RE: Social Work Curriculum Changes

Dear Dennis and Jeff: Thank you for the opportunity to comment on the revisions of the BSW curriculum. Let me respond to your inquiries regarding anthropology courses:

- Students from across the university are welcome in ANTH 1101, ANTH 2112, and ANTH 2116. These courses do not have pre-requisites.
- Several other 2000-level courses in anthropology probably are also appropriate for this requirement, at least as I understand it. These include 2010, 2111, 2114, 2115, 2117, 2122, and 2123. These also do not have pre-requisites.
- The courses numbered 211x cover the culture and society of communities in a particular geographic region. If that is equivalent to a course that "examines population groups," then, yes, these are appropriate. ANTH 2122 focuses on a cross-cultural perspective on religion, and ANTH 2123 focuses on a cross-cultural perspective on women's lives in the contemporary world. ANTH 2010 is Topics in Ethnography and would be a new course on cultures of a geographic region, in the same model as the 211x courses.
- ANTH 1101 is open to all, but it may not fulfill your goals. The course includes sections on cultural and linguistic anthropology that do focus on cross-cultural understandings of diverse human societies. But, the course also includes up to 50% focus on archaeology (past human cultures) and biological anthropology, including human genetics and human evolution. While I think these are also important topics for a social worker, it must be your call whether this course fulfills your program's needs.
- ANTH 1101 is offered in several sections in every semester and in the summer. I have every reason to believe that this kind of scheduling will continue for the foreseeable future. The 2000-level courses under discussion are offered once per year or once every other year. Some of these courses are currently taught only by part-time faculty. I tell you this because I cannot guarantee any specific scheduling or frequency for these courses. As with other departments, I need to build my schedule with the needs of my own programs as first priorities. I expect to schedule these courses relatively regularly in the future, but as we have now started the M.A. in Anthropology, I am offering many undergraduate courses less frequently than in the past.
- I especially do not want a repeat of our current experience with minors in Public Health Sciences, who beg and whine for admission into ANTH 2141, although I do not have capacity to serve all of them. We have had to reserve seats in ANTH 2141 exclusively for anthropology majors in order to avoid having all the seats snapped up by Public Health minors. I will do the same thing with the courses you list, if it should become necessary.
- The take-home message is that your students are welcome in our courses, but I will manage (limit) their enrollment if it becomes necessary to protect my own programs. My advice, therefore, is to have as many options as possible for this particular requirement.

Yours truly, Janet Levy

Janet E. Levy, Professor and Chair
Department of Anthropology
UNC Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001
704-687-4282 (office)
704-687-3209 (fax)
jlevy@uncc.edu
<http://anthropology.uncc.edu/>

Long, Dennis

From: Walker, Lisa
Sent: Thursday, April 12, 2012 12:29 PM
To: Long, Dennis; Dow, Alan
Cc: Shears, Jeffrey
Subject: RE: BSW curriculum changes

Hi Dennis –

The Department of Social Work has my whole-hearted endorsement of this proposal.

Best,

Lisa

Lisa Slattery Walker, Ph.D. | Chair and Professor of Sociology
Professor of Organizational Science

From: Long, Dennis
Sent: Wednesday, April 11, 2012 4:09 PM
To: Walker, Lisa; Dow, Alan
Cc: Shears, Jeffrey
Subject: BSW curriculum changes

Drs. Walker and Dow,

The Department of Social Work's BSW Program is going through a major curriculum change to respond to its professional accreditation mandates. As a result, the Department plans to process a "long form" to update syllabi and seek approval for a revised BSW Curriculum (draft attached) to be effective for Fall of 2013. As you will see from the attached 4 year overview, the Department of Social Work is moving to require STAT 1222 (most social work students already take this course for their general education requirement) and offer a social work course (SOWK 3888) to integrate quantitative analyses and SPSS with social work research.

Would the above changes be acceptable to your departments? Typically, social work has approximately 50-55 majors per year. We do not anticipate that STAT 1222 would experience an appreciable increase in enrollment by social work students. And, social work students would no longer be required to take SOCY 4156 and SOCY 4156L. If possible, it would be helpful to receive your thoughts and possible endorsement of the above changes involving your departments via e-mail by Monday, April 16th.

I appreciate your consideration of this request and please feel free to contact Dr. Jeff Shears (BSW Coordinator, copied) with any questions. As a result of a funeral, I will be out-of-town until Monday morning, when we hope to place the final touches on our "long form".

Thanks!
Dennis Long, Chair

Long, Dennis

To: Weeks, Gregory
Cc: Shears, Jeffrey
Subject: RE: Social Work Curriculum Changes

Thank you Greg, we appreciate your support and timely reply!
Dennis

From: Weeks, Gregory
Sent: Thursday, April 12, 2012 11:11 AM
To: Long, Dennis; Levy, Janet; Reimer, Robert; Ogundiran, Akinwumi
Cc: Shears, Jeffrey
Subject: RE: Social Work Curriculum Changes

Dear Dennis,

LTAM definitely supports your proposal, and the course would certainly be appropriate for social work majors.

Sincerely,

Greg

From: Long, Dennis
Sent: Wednesday, April 11, 2012 4:37 PM
To: Weeks, Gregory; Levy, Janet; Reimer, Robert; Ogundiran, Akinwumi
Cc: Shears, Jeffrey
Subject: Social Work Curriculum Changes

Drs. Ogundiran, Weeks, Levy, and Reimer,

The Department of Social Work's BSW Program is going through a major curriculum change to respond to its professional accreditation mandates. As a result, the Department plans to process a "long form" to update syllabi and seek approval for a revised BSW Curriculum (draft attached) to be effective for Fall of 2013. As you will see from the attached 4 year overview, the Department of Social Work would like to require BSW students to complete four courses examining population groups – a choice of AFR 1100, AFR 2120, AFR 2215, LTAM 1100, LTAM 2116, ANTH 1101, ANTH 2112, or ANTH 2116 as well as other course work involving women, sexual orientation, religion, international, challenges (physical/mental health), study abroad course work, gerontology courses, child welfare courses, and other related coursework as approved by Department . The Department of Social Work is also proposing to drop its current 2000 level or above foreign language requirement for BSW students.

We are asking for your thoughts and input concerning whether the above changes would be acceptable to your departments? More specifically, would these courses be appropriate for social work majors for examining populations groups and is such a requirement realistic when considering student-course capacity issues? [If possible, it would be helpful to receive your thoughts and reaction to the above proposed change involving your departments via e-mail by Monday, April 16th.](#)

I appreciate your consideration of this request and please feel free to contact Dr. Jeff Shears (BSW Coordinator, copied) with any questions. As a result of a funeral, I will be out-of-town until Monday morning, when we hope to use your feedback to re-examine our "long form" draft document.

Long, Dennis

From: Reimer, Robert
Sent: Thursday, April 12, 2012 12:12 PM
To: Long, Dennis
Cc: Shears, Jeffrey; Weeks, Gregory; Levy, Janet; Ogundiran, Akinwumi
Subject: RE: Social Work Curriculum Changes

Dear Dennis,

I sent the proposal for changes in the Social Work curriculum around for reactions from my colleagues and copied some of the responses below. I myself find it ironic that a degree in social work would not have a strong Spanish language requirement. I am certainly aware that most of the American population speaks English, but not always as the first language. Learning a second language helps us all understand and relate better to our diverse population. As chair of LCS I would ask that you reconsider your decision to eliminate the third semester language requirement. I would hope that UNC Charlotte would be raising the bar of competencies rather than lowering it.

Best,

Robert

Comments from LCS colleagues

"Due to the growing Hispanic population in North Carolina who do not speak English, more students are taking Spanish as a tool to improve their skills to have a better chance to get a good job by the time they graduate. Also, many Social Work students are looking for internships working for highly dense Hispanic populated organizations. I cannot see how the Social Work department would place obstacles to their students to get a better education and understanding of many of the people they will serve once out of school." [chair's note: While the proposal does not prevent students from studying language, experience shows that courses that are perceived as difficult, whether, science, math, or language, are generally avoided if they are not required.]

"... administrators [talk] about globalization, diversity, etc., ... language is the nuts and bolts of those trends? In my previous life I was a social worker for a number of years, and Spanish was an essential part of that experience... . Learning a foreign language is like fertilizing your brain and opening it up to further growth. A foreign language literally puts you inside another point of view. Isn't that an experience we want our social workers to have? It nurtures empathy."

" Social work and language awareness go hand in hand. Studying a foreign language enhances reflection about how one's mother tongue operates to achieve communicative goals. It also makes learners aware of cultural differences that may become a communication barrier if not understood, as social workers often have to deal with cross-cultural communication challenges in carrying out the duties of their job. Many social work clients speak a variety of languages. A social worker with some knowledge of languages other than English may qualify for more specialized employment than other social workers. Removing the language requirement is removing the incentive for students to push their cognitive boundaries by learning how other cultures code their reality."

Robert C. Reimer, PhD | Chair and Professor of German
UNC Charlotte | Department of Languages and Culture Studies
9201 University City Blvd. | Charlotte, NC 28223
704.687.8767
rcreimer@uncc.edu | <http://www.uncc.edu>

ATTACHMENT 2: LIBRARY CONSULTATION



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Dennis Long
From: Jean Hiebert
Date: April 28, 2012
Subject: SOWK 3888 : Research II

Summary of Librarian's Evaluation of Holdings:

Evaluator: Jean Hiebert Date: 4-28-12

Please Check One:

- Holdings are superior _____
- Holdings are adequate _____
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

See attached

Jean Hiebert
Evaluator's Signature

4-28-12
Date

Revised 10/29/08
OAA jdp

Library Materials in Support of SOWK 3888: Research II

Databases

All the computers in Atkins Library have SPSS
 Social Work Abstracts
 Computer and Information Systems Abstracts
 Encyclopedia of Bioethics
 Encyclopedia of Social Work

Selected Books

| Author | Title | Year | Call Number |
|-----------|--|------|----------------------------|
| Yockey | <u>SPSS demystified : a step-by-step guide to successful data analysis : for SPSS version 18.0</u> | 2011 | <u>HA32 .Y63 2011</u> |
| Darren | <u>SPSS for Windows step by step : a simple guide and reference 18.0 update</u> | 2011 | <u>HA32 .G458 2011</u> |
| Cronk | <u>How to Use SPSS : a step-by-step guide to analysis and interpretation</u> | 2008 | <u>HA32 .C76 2008</u> |
| Grinnell | <u>Social work research and evaluation : quantitative and qualitative approaches</u> | 2005 | <u>HV11 .S63 2005</u> |
| Thyer | <u>The handbook of social work research methods</u> | 2001 | <u>HV11 .H342 2001</u> |
| Padgett | <u>Qualitative methods in social work research : challenges and rewards</u> | 1998 | <u>HV11 .P24 1998</u> |
| Aveyard | <u>Doing A Literature Review In Health And Social Care : A Practical Guide</u> | 2007 | <u>RA440.85 .A949 2007</u> |
| Rapport | <u>New Qualitative Methodologies In Health And Social Care Research</u> | 2004 | <u>RA440.85 .N49 2004</u> |
| Bronson | <u>Finding And Evaluating Evidence : Systematic Reviews And Evidence-Based Practice</u> | 2012 | <u>HV11 .B834 2012</u> |
| Dudley | <u>Research Methods For Social Work :</u> | 2010 | <u>HV11 .D83 2010</u> |
| | <u>Being Producers And Consumers Of Research</u> | | |
| Vartanian | <u>Secondary Data Analysis</u> | 2011 | <u>HV11 .V347 2011</u> |



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Dennis Long
From: Jean Hiebert
Date: April 28, 2012
Subject: SOWK 3333: Community Outreach & Engagement

Summary of Librarian's Evaluation of Holdings:

Evaluator: Jean Hiebert Date: 4-28-12

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

See attached

Jean Hiebert
Evaluator's Signature

4-28-12
Date

Library Materials in Support of SOWK 3333: Community Outreach & Engagement

Databases

Charlotte Regional Indicators
 Child Care & Early Education Research
 CQ Researcher
 Encyclopedia of Bioethics
 Encyclopedia of Social Work
 Points of View Reference Center
 Social Sciences Citation Index
 Social Services Abstracts
 Social Work Abstracts
 Sociological Abstracts
 State Data Center
 State Demographics
 Wiley Online Library

Selected Books

| Author | Title | Year | Call Number |
|---------|---|------|-----------------------------|
| Chung | <u>Social justice counseling : the next steps beyond multiculturalism</u> | 2012 | <u>BF636.7.C76 C48 2012</u> |
| Sennett | <u>Together : the rituals, pleasures, and politics of cooperation</u> | 2012 | <u>HD2963 .S46 2012</u> |
| Reed | <u>Linking adults with community : promoting civic engagement through community based learning</u> | 2008 | <u>LC5251 .N48 no. 118</u> |
| Offer | <u>Social workers, the community, and social interaction : intervention and the sociology of welfare</u> | 1999 | <u>HV40 .O44 1999</u> |
| Reamer | <u>Social work values and ethics</u> | 1999 | <u>HV10.5 .R427 1999</u> |
| Grobman | <u>The field placement survival guide : what you need to know to get the most from your social work practicum</u> | 2002 | <u>HV11 .F453 2002</u> |
| Fischer | <u>Measures for clinical practice and research : a sourcebook /</u> | 2007 | <u>BF176 .C66 2007</u> |
| Cree | <u>Becoming a social worker</u> | 2003 | <u>HV247 .B395 2003</u> |



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Dennis Long
From: Jean Hiebert
Date: April 28, 2012
Subject: SOWK 3999 The Social Work Professional

Summary of Librarian's Evaluation of Holdings:

Evaluator: Jean Hiebert Date: 4-28-12

Please Check One:

- Holdings are superior _____
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

See attached

Jean Hiebert
Evaluator's Signature

4-28-12
Date

Revised 10/29/08
OAA jdp

Library Materials in Support of SOWK 3999: The Social Work Professional

Databases

Encyclopedia of Bioethics
 Encyclopedia of Social Work
 Points of View Reference Center
 PsycInfo
 Social Sciences Citation Index
 Social Services Abstracts
 Social Work Abstracts
 Sociological Abstracts
 Wiley Online Library

Selected Books

| Author | Title | Year | Call Number |
|---------|---|------|-----------------------------|
| Chung | <u>Social justice counseling : the next steps beyond multiculturalism</u> | 2012 | <u>BF636.7.C76 C48 2012</u> |
| Reamer | <u>Ethical standards in social work : a review of the NASW code of ethics</u> | 2006 | <u>HV40.8.U6 R43 2006</u> |
| Sennett | <u>Together : the rituals, pleasures, and politics of cooperation</u> | 2012 | <u>HD2963 .S46 2012</u> |
| Reed | <u>Linking adults with community : promoting civic engagement through community based learning</u> | 2008 | <u>LC5251 .N48 no. 118</u> |
| Offer | <u>Social workers, the community, and social interaction : intervention and the sociology of welfare</u> | 1999 | <u>HV40 .O44 1999</u> |
| Reamer | <u>Social work values and ethics</u> | 1999 | <u>HV10.5 .R427 1999</u> |
| Grobman | <u>The field placement survival guide : what you need to know to get the most from your social work practicum</u> | 2002 | <u>HV11 .F453 2002</u> |
| Fischer | <u>Measures for clinical practice and research : a sourcebook /</u> | 2007 | <u>BF176 .C66 2007</u> |
| Cree | <u>Becoming a social worker</u> | 2003 | <u>HV247 .B395 2003</u> |

ATTACHMENT 3: COURSE OUTLINE / SYLLABI

OVERVIEW OF PROPOSED CHANGES

| SLO Y/N | COURSE #/ TITLE | Proposed Changes |
|------------|---|--------------------|
| Y | SOWK 1101/ FIELD OF SOCIAL WORK | Revised objectives |
| | SOWK 2182 HBSE I | Revised objectives |
| | SOWK 2183 HBSE II | Revised objectives |
| Y | SOWK 3900 RESEARCH I | Revised objectives |
| Y | SOWK 3120 DIVERSITY & POPULATIONS AT RISK | Revised objectives |
| | SOWK 3181 PRACTICE METHODS I | Revised objectives |
| | SOWK 3182 PRACTICE METHODS II | Revised objectives |
| | SOWK 3184 PRACTICE METHODS III | Revised objectives |
| Y | SOWK 3201 FOUNDATIONS OF SOCIAL WELFARE | Revised objectives |
| Y | SOWK 3202 SOCIAL WELFARE POLICY | Revised objectives |
| | SOWK 3133 COMMUNITY ENGAGEMENT AND OUTREACH | NEW COURSE |
| Y | SOWK 3482 FIELD PRACTICUM I | Revised objectives |
| | SOWK 3484 FIELD PRACTICUM II | Revised objectives |
| | SOWK 3988 RESEARCH II | NEW COURSE |
| | SOWK 3199 PROFESSIONAL BEHAVIORS, ETHICS, AND COMMUNICATION | NEWCOURSE |
| | | |

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Fall 2013

Course Number and Title: SOWK 1101 Introduction to the Field of Social Work

Course Credit, Days/Time, Location: 3 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: TBD

Catalog Description including Pre and/or Co-requisites: Prerequisites: None

Students will learn about the social work profession, including its history, values, and areas of professional practice.

Expanded Course

Description: 1101 is one of the 3 core social work courses in the BSW curriculum. This course introduces students to the nature and development of American social work as a profession. Core professional values and ethical principles are introduced. Levels and fields of practice, basic competencies, and advocacy and social justice activities are presented. Career and practice levels are explored. Themes such as prevention, diversity, oppression and vulnerable populations are examined. Students apply basic theory to sample populations.

Course Objectives: Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of successful completion of SOWK 1101 (Introduction to the Field of Social Work), students should be able to demonstrate at an introductory level:

Course Credit

Work Load: 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 quizzes and exams.

1. (2.1.1) Identify as a professional social worker and conduct oneself accordingly by
 - *Advocating for client access to services of a social worker*
 - *Attending to professional roles and boundaries*
 - *Engaging in career-long learning*
 - *Demonstrating professional demeanor in behavior, appearance, and communication*

2. (2.1.2) Apply social work ethical principles to guide professional practice by
 - Recognizing and managing personal values in a way that allows professional values to guide practice
 - Making ethical decisions by applying standards of the NASW Code of Ethics
 - Tolerating ambiguity in resolving ethical conflicts
 - Applying strategies of ethical reasoning to arrive at principled decisions
3. (2.1.3) Apply critical thinking to inform and communicate professional judgments by
 - Analyzing models of assessment and prevention
4. (2.1.4) Engage diversity and difference in practice by
 - Recognizing and communicating their understanding of the importance of difference in sharing life experiences
5. (2.1.5) Advance human rights and social and economic justice by
 - Understanding the forms and mechanisms of oppression and discrimination
 - Advocating for human rights and social and economic justice

Course Policies: Expectations of Students

1. **NASW Code of Ethics**: 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.
2. **Attendance and Punctuality** - Students who arrive late, leave early, or have excessive unexcused absences will lose 3 points off the final course grade per unexcused absence. Students are allowed 2 unexcused absences for a 2 day a week course, one unexcused absence for a one day a week course. After that, any excused absence requires a university-approved document such as a physician's statement or jury summons. Contact the instructor for consideration of other reasons for being absent from class. Students must sign the class roster each class period in order to be counted present.
3. **Cell Phones and Computers** - Due to the high degree of class participation and in order to help foster an atmosphere whereby maximum learning can take place, computers should turn off all electronic devices in the class. With advance permission from the instructor, students may place their cell phones on vibrate mode to receive an emergency call during class.
4. **Missing Assignments & Absences on Presentation Due Dates** – Late quizzes, assignments, and exams will not be accepted and will result in a zero. Being absent for a scheduled presentation will result in being assigned a zero. The instructor may make an exception on an individual basis for a documented emergency, such as a serious illness that results in a hospitalization or a death in the family.
5. **Email Accounts** - Students are expected to maintain and regularly check their UNCC email accounts and the class Moodle webpage in order to facilitate communication between the professor and students.

6. **Reading & Class Discussion** - Students are expected to have read and thought about the assigned readings. Participation in class discussions is expected. Examples of enthusiastic 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.
 - Making contributions that demonstrate connections you discover between material in the course and other experiences you have had.
 - Contributing consistently and meaningfully to the class activities, exercises and discussion.

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

Teaching Strategies: This course will consist of a combination of lectures, break-out group discussions, class exercises/activities, guest speakers, student presentations, projects, and service to the community.

Required Reading & Text: Students will be required to review agency websites, in addition to reading the text. Morales, Armando T, Sheafor, Bradford W., Scott, Malcolm E. (2009) Social Work: A Profession of Many Faces, 12th edition. Needham Heights, MA: Allyn & Bacon.

Evaluation Methods:

Course grades will be based on four multiple choice examinations, 20% each exam. The three semester assignments will be posted on Moodle and students will upload assignments to Moodle. Please note the attendance policy and assignments under “Expectations of Students”, which is also factored in the final course grade. Students are encouraged to keep all returned exams and electronic copies of completed assignments until the final course grade is issued.

| | |
|------------------------------|-----------------|
| 4 MC Exams@20% each | 80 points |
| Web Page Assignment | 10 points |
| Diversity Assignment | 5 points |
| <u>Ecosystems Assignment</u> | <u>5 points</u> |
| Grade Total | 100 Points |

The grading scale for this course is as follows:

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=below 60

Topical Outline, Reading Schedule, & Assignments Due Dates:

| | |
|-----------------------------|---|
| Jan 11 | Review of the syllabus and course expectations, Chapter 2: social work as a social institution, political themes, expenditures Video: "Social Work: Making a Difference"* |
| Jan 18 | Chapter 2 Chapter 3: Social work as evolutionary, central themes of the profession |
| Jan 25 | Chapter 3 and Chapter 4: Career patterns, professional status, other helping professions |
| Feb 1 | Exam #I Chapters 2,3,4, all video and lecture materials first part of class Chapter 5 second part of class |
| Feb. 8 | Chapter 5: Certification and licensure, national and state standards, Alphabet Soup: CSWE, NASW, ACSW, CSW, CMSW, CSWM, LCSW,CSAC, LCAS, LPC, MA, MEd., LSSW Begin Chapter 6 Fields of Social Work Practice |
| Feb 15 | Chapter 6: Fields of Practice in the profession, what unites a FOP, mobility inside and outside one's FOP Video: "Web of Addiction"* outside one's FOP Video: "Web of Addiction"* And Chapter 7: Settings for social work practice: public, non-profit, and private, privatization trends, managed care, pros and cons of each, private vs. agency practice. |
| Feb 22 | Exam #II, Chapters 5, 6, 7, all lecture and video materials first part of class Chapter 8 second part of class, class exercise on values: "This I Believe" |
| Feb. 29 | Chapter 8: Values and Ethics in Social Work: separating personal and professional values, values conflicts and values clarification. |
| MARCH IS SOCIAL WORK MONTH! | |
| Mar 7 | Spring Break: March 5-9 |
| Mar 14 | Complete Values and Ethics in Social Work Practice Video: "Professional Choices: Ethics in Social Work Practice"* Chapter 9: Social work competencies, the skill base of social work, what does the professional master in order to practice, what skill sets bind all practitioners, the relationship of knowledge, values, and skills. Video: "No Place Like Home"* and competencies exercise |
| Mar 21 | Chapter 11: Prevention in Social Work. 3 types of prevention, Social work advocacy, empowerment, class action, the skill base for each. "NC Tomorrow" video, class exercise Video: "Teen Suicide: The Silent Threat"* |

March 28 Exam #III, Chapters 8, 9, 11, all video and lecture materials first part of class

Pages 250-253. Ecosystems in social work theory. Individual, family, cultural, environmental structural, historical levels, how this theory relates to “Special/Vulnerable Populations” in social work practice. What makes a population “at-risk” You Tube video: “Trading Schools-Oprah”

April 4 The Social Work Perspective of Ecosystems

Chapter 17: Social Work Practice with Gay, Lesbian, and Bisexual People as a “Special Population”

Video: “But Words Do Hurt”*

Apr 11 Chapter 18: Social Work Practice with Children and Adolescents, Video: “Children of Poverty”*

Apr 18 Begin Chapter 20 disabilities

Apr 25 Chapter 20: Disabilities

Video: “Body and Soul”*

May 9 11:00 a.m.-1:30 p.m. Exam #IV, Ecosystems and Special Populations, Chapters 17, 18, 20, all video and lecture materials

*All videos shown in class are available in the Reserves Section (circulation desk) at Atkins Library. SOWK 1101 class reserve videos may be accessed by all course students with the password Jordan0811

UNIVERSITY, COLLEGE AND DEPARTMENT POLICIES

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Office of Multicultural Academic Services – 704-687-4759

Veteran Student Outreach – 704-687-0354

Instructions for Assignments:

Assignment #1 meets objectives 2.1.1, 2.1.2, and 2.1.5

SoWk 1101 Class Webpage assignment (10 points):

Each student will utilize the class webpage in order to research social work services. Webpage navigation:

www.uncc.edu Atkins Library, “Research and Course Help”, then “Research Guides”, Social Work, 1101 Jordan.

This assignment will introduce you to use of technology used by professional social workers in Direct Service competencies

2. Indirect Service Competencies

All questions should be answered in complete and accurate sentences. Points will be deducted for incomplete/improper responses as well as inaccurate information. **Be careful not to unintentionally plagiarize in your work.** These means you should paraphrase and use your own words to complete the assignment, please see POLICY LINK. This assignment will account for 10% of your final grade. This assignment will be due on December 1st. There will be a link on Moodle for you to upload your complete assignment.

You are employed as a social worker for the agency Community Link. Community Link is an agency that provides housing services to homeless individuals. Clients must have an income in order to be transitioned into housing. Community Link focuses on sustained rather than emergency housing. You are a BSW social worker at CL.

Mike Nagy is your client. He has been homeless and disabled for several years and he is waiting for his disability to be approved. You know from experience that SSI approval usually takes years to complete and that Mike is not realistic about his SSI check arriving next month. From your experience, you predict that Mike will likely receive a small disability check in about a year to 14 months. See Mike Nagy’s video on by accessing www.YouTube.com and type “Homeless people in Ft. Lauderdale”. We are going to pretend that Mike is living in a vacant area near Fourth Ward Park in Charlotte (inner city); he is getting ready to face a cold winter in Charlotte.

You are to assist Mike in transitioning from homelessness to stability. His eventual disability benefit will total about \$400.00 per month. which will pay for low income housing or subsidized housing. You and Mike agree to develop a plan for emergency winter housing until he can gain admission to stable low income housing in the area; Mike has opted to stay out of the homeless shelters in the city due to safety concerns. Although you would prefer that he live in a shelter every night, Mike will agree only to stay only in the temporary emergency shelters when the temperature is below 35 degrees at night.

DIRECT SERVICE COMPETENCIES:

See “Agencies” Tab across the top of the class webpage, then select the “United Way Member Agencies and Programs” menu to the left. For this assignment, note the “Housing”, the “Homeless”, and “Food” options on the left menu of the United Way site.

First: Select “Housing”, then “Low Income” from the housing menu. Use the blue “Continue” button to see the list. Review the low income housing described. Note that some are in other towns/cities (not an option).

Review the options for Mike. Note McCreesh Place, including the McCreesh Place website, which is accessed by mousing over the name and then the website address.

Task #1: Name 5 reasons that McCreesh Place would be a good match for Mike. Identify information on the McCreesh Place website and also what you know about Mike from the video. Expectation: Paragraph of 8-10 sentences.

Task #2: From the McCreesh Place website, select “About Us”, “Staff” on the McCreesh website. Based on the website and what you learned in class, cite 3 staff positions at McCreesh Place that are/could likely be professional social worker positions. Expectation: List of 3 positions

Task #3 Locate from the list of low income housing an appropriate housing site that would serve as plan “B”. Identify the site; Name 3 reasons that you would select this site as a secondary choice for Mike Nagy. Expectation: Paragraph of 6-8 sentences.

For the coming months, Mike will vacillate between an unsheltered and an emergency sheltered person, depending on the weather.

Select from the United Way menu “Homeless” and review the resources for the “Emergency Shelters” that will fit Mike’s needs as well as feeding programs, “Food” on the United Way menu, for someone in Mike’s situation. Remember that Mike has no transportation so he will need to walk to all of the resources; they need to be within walking distance of the inner city. I suggest limiting your food searches to the “Soup Kitchen” and possibly “Congregate Meals”

Task #4: Explain 2 “Emergency Shelter” resources and 3 “Food” resources that are available to Mike during the months that he is waiting for his SSI approval and stable housing. . Describe them in the way that you would describe them to Mike. Expectation: Paragraph of 6-8 sentences.

INDIRECT SERVICE COMPETENCIES you notice that McCreesh Place is in an area of town, Villa Heights, that has been plagued by high crime and generally deteriorating conditions over the past 15 years. You decide to look at the annual neighborhood study that ranks Charlotte neighborhoods according to quality of life factors.

At home class web page site, select “Quality of Life Data” tab then select “Neighborhood Quality of Life Study 2010”: This research reviews neighborhood information for indicators of social problems in neighborhoods in Mecklenburg County (most communities have similar research). Download the 2010 Quality Of Life Study link (don’t print it!). See Table of Contents. Read “Defining Quality of Life” and Table 1 “Charlotte Neighborhood Quality of Life Variables”, making sure you understand each of the 4 variables (pages 3-4 of the study). Back to the Neighborhood Quality of Life Study home page; select “NSA Profile Pages” (Neighborhood Statistical Area) Locate the Villa Heights neighborhood #46. Double click the blue link for Villa Heights profile information; note the “NSA Trend Analysis”, is it trending up or down?

Task #5: Identify social problems in the Villa Heights neighborhood based on the 4 variables noted in the study. To what extent might these issues affect a person such as Mike Nagy? Is it reasonable to expect that Mike would do well residing in Villa Heights? Expectation: paragraph of 6-8 sentences.

Social Action/Social Change

Under home class webpage, Tab” Advocacy and Empowerment”, then “Coalitions”. Social Justice Organizations include the “North Carolina Justice Center”; see their home page. An “Issues” Tab at the

top menu will guide you to many social justice topics. Select “Safe and Affordable Housing”, NC Housing Coalition”, “Events”.

Task #6 Identify an event or program that you believe will be helpful to Mike and people like him who are new to housing policy. Expectation: Identify one event by name and the service it provides to the homeless. 2 sentences.

Return to “Coalitions”, select “Homeless Services Network” and note the “Latest News” at the bottom of the page. Select “Winter 2011 Homeless Count”. Review the information.

Task #7 Describe how the homeless are categorized according to their situation. List 5 facts about the report that are new to you. Expectation: Paragraph of 6-8 sentences.

Assignment #2 meets objectives 2.1.1, 2.1.4

Diversity Workshop session sponsored by the Multicultural Resource Center (5 points):

Each student will attend one of the MRC sessions held on campus at various times throughout the semester. The spring 20XX list of sessions will be at <http://mrc.uncc.edu> See “Educational Series” in the upper right menu. Students are required to provide documentation of attendance as provided by the MRC staff. Students are encouraged to select a topic that is challenging and unfamiliar to you. In addition to the documentation, please submit a one page typed review of your own reaction to the presentation. I am interested in what you learned about the issue including your personal reaction as opposed to a report of the content.

The instructor will add additional events on campus for this assignment as they become available throughout the semester. Students are expected to arrange their personal schedules to attend one diversity session this semester.

Assignment #3 meets objectives 2.1.2, 2.1.3, 2.1.4, 2.1.5

Ecosystems Assignment (5 points):

Ecosystems and Special Populations Exercise based on YouTube Video “Trading Schools” from the Oprah Winfrey Show. See www.YouTube.com Search “Trading Schools Oprah” .View the short video.

Answer in brief phrases, but you must connect the response to ecosystems theory as discussed in class; please upload your assignment on Moodle by the deadline announced.

What has been the history of educating the poor in the US? This is about historical precedence for the situation in the video.

What laws, policies, and procedures have supported the inequality in schools in the US? This is about the environmental structural components of the situation.

What cultural characteristics support inequity in education for the poor? This is about how cultural components have affected the situation illustrated by the video.

How do you believe families contribute to this? This is about the influence of families in interfacing with the school in the US.

What are the individual factors that keep the poor consistently undereducated in the US? This is about how an individual responds to the situation presented in the video?

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Fall 2013

Course Number and Title: SOWK 2182: Human Behavior and the Social Environment

Course Credit, Days/Time, Location: 3 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: TBD

Catalog Description including Pre-requisites and/or Co requisites:

SOWK 2182 Prerequisites: BIOL 1110, BIOL 1110 Lab, SOCY 1101 and PSYC 1101
Corequisite: SOWK 1101

Catalog Description Students will focus on human development within the biological, psychological and social structure as it occurs throughout the life span.

Expanded Course Description

The Human Behavior and the Social Environment I course provides students with a foundation of social work knowledge, based on generalist social work principles, systems theory and the ecological perspective. The course provides students with a multi-dimensional view of human development and behavior through a biopsychosocial perspective. This multi-dimensional view of the person in the context of the environment takes into consideration those challenges, stressors and life tasks that occur throughout the life cycle. The individual in her/his environment is seen as a unit in which neither can be understood except in relationship to one another. The course stresses the centrality of culture, religion, race, ethnicity, gender, sexual orientation, age, ability and the socioeconomic environment.

Course Credit Work Load

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 quizzes and exams.

Course Objectives: Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of completion of SOWK 2182 (HBSE I), students should be able to demonstrate the ability to:

1. (2.1.2) Apply social work ethical principles to guide professional practice by
 - Applying strategies of ethical reasoning to arrive at principled decisions.
2. (2.1.3) Apply critical thinking to inform and communicate professional judgments by
 - Distinguishing, appraising, and integrating multiple sources of knowledge, including research-based knowledge, and practice wisdom.
3. (2.1.4) Engage diversity and difference in practice by
 - Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
 - Gaining sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
 - Recognizing and communicating their understanding of the importance of difference in shaping life experiences; and
 - Viewing themselves as learners and engage those with whom they work as informants.
4. (2.1.7) Apply knowledge of human behavior and the social environment by
 - Utilizing conceptual frameworks that guide the processes of assessment, intervention, and evaluation
 - Critiquing and applying knowledge to understand person and environment.
5. (2.1.9) Respond to contexts that shape practice by
 - Continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
6. (2.1.10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities by
 - Substantively and affectively preparing for action with individuals, families, groups, communities and organizations.
 - Assess client strengths and limitations, developing mutually agreed-on intervention goals and objectives, and selecting appropriate intervention strategies .

Course Policies: Expectations of Students

1. **NASW Code of Ethics:** 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.
2. **Attendance and Punctuality** - Class attendance is expected to be **consistent and punctual**. Students who arrive late, leave early, or have unexcused absences will not earn full credit for the week's participation grade. An excused absence requires a university-approved document such

as a physician's statement or jury summons. Students must sign the class roster each class period in order to be counted present.

3. **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.
4. **Computers** - Due to the high degree of class participation and in order to help foster an atmosphere whereby maximum learning can take place, computers should only be used for note-taking related to the course or to look up information that will be shared out loud with the class. Students should refrain from using their computers for non-course related activities (i.e. - to complete assignments for other courses, to use facebook, to send emails or to surf the internet). Students who choose to engage in non-course computer related activities over choosing to participate in class activities will not earn full points for participation.
5. **Missing Assignments & Absences on Presentation Due Dates** – Late quizzes, assignments, and exams will not be accepted and will result in a zero. Being absent for a scheduled presentation will result in being assigned a zero. The instructor may make an exception on an individual basis for a documented emergency, such as a serious illness that results in a hospitalization or a death in the family.
6. **Email Accounts** - Students are expected to maintain and regularly check their UNCC email accounts in order to facilitate communication between the professor and students.
7. **Reading & Class Discussion** - Students are expected to have read and thought about the assigned readings. Participation in class discussions is expected. Examples of enthusiastic 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.
 - Making contributions that demonstrate connections you discover between material in the course and other experiences you have had.
 - Contributing consistently and meaningfully to the class activities, exercises and discussion.

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

Teaching Strategies: This course will consist of a combination of lectures, break-out group discussions, class exercises/activities, guest speakers, student presentations, projects, and service to the community.

Required text

Hutchison, E. (2011). *Dimensions of human behavior: The changing life course*. (4th Ed.). Thousand Oaks, CA: Sage. A copy of this book is on reserve in the library. Students can check it out for three hours for use within the library only.

Recommended reading

National Association of Social Workers (2006). *Code of ethics*. Washington, DC: Author. Available at <http://www.socialworkers.org/pubs/code/code.asp>

Other useful text

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Two copies of the APA Publication Manual are on reserve at the UNCC library Reference Desk. Two copies are in the General Collection. The call number is **BF76.7.P83 2010**.

Evaluation Methods:

| | |
|---|-------------------------------|
| Small group discussions and written responses | 15 points (3 @ 5 points each) |
| Paper # 1 | 15 points |
| Paper # 2 | 15 points |
| 2 Tests @ 15 points each | 30 points |
| Final Examination | 15 points |
| Class Participation | 10 points |
| Total | 100 points |

The grading scale for this course is as follows:

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = 0-59 points

Grading criteria for written work

Evaluation is a complex process. Grades reflect both effort and achievement, not effort alone. Tremendous effort in the absence of demonstrated achievement will not result in a high grade. The guidelines below are presented to help you understand how papers are evaluated.

An “A” written assignment is completely professional in appearance (printed with a clear, readable font on white paper; formatted in accordance with APA standards; no typos; correct in grammar, sentence structure, and spelling). The writing is clear, concise, and well organized. Subheadings and references are used as appropriate. The author demonstrates that she or he has thoroughly researched the topic and clearly understands issues pertaining to it. The content goes beyond mere regurgitation of gathered information. The written assignment offers analysis, synthesis, and an in-depth, scholarly, and interesting perspective on the topic.

A “B” written assignment is generally well done and professional in appearance (type-printed with a clear, readable font on white paper; formatted in accordance with APA standards; none to minimal

typos; and generally correct in grammar, sentence structure, and spelling). The writing is clear, concise, and organized. Subheadings, and the referencing of sources, while generally present, may not be as clearly organized or as comprehensive as in “A” assignments. A “B” submission demonstrates that the writer has thoroughly researched the topic, yet the writer’s exploration of issues related to the topic may not be comprehensively conveyed. The content goes beyond mere regurgitation of gathered information. Analysis and synthesis of information in a scholarly fashion is present, but in-depth analysis may be less comprehensive compared to an “A” assignment.

A “C” written assignment, while generally professional in appearance, may evidence some problems such as formatting errors, typos, or problems with grammar, sentence structure, or spelling. The writing may exhibit problems with clarity, conciseness, and organization. There may be problems in the appropriate use of subheadings and references. While the topic may be generally covered, there may be a lack of depth and understanding of related issues. Analysis and synthesis of information in a scholarly fashion is limited.

In “U” (unsatisfactory) written assignments, there may be numerous formatting errors, typos, or problems with grammar, sentence structure, and spelling. There may be significant problems with clarity, conciseness, and organization. Faulty organization may hamper effective use of subheadings. There may be significant problems in appropriate use of referencing. The topic may be minimally covered, and analysis, synthesis, and scholarly exploration of related issues may be lacking. Preparation time may have been minimal. A grade of “U” may also be warranted when students do not complete the paper at the appointed date and time; when preparation for the paper has clearly been minimal; when the paper is disorganized, unclear, and/or lacking in a basic coverage of the topic, and when writing is significantly below appropriate professional standards.

Class Schedule

May 24 & 25

Introduction to course and syllabus review.

The Life Course Perspective: Theoretical Roots, Basic Concepts, Major Themes

Read: Hutchison (H) chapter 1

Small Group Discussions and Written Responses # 1 on May 25

May 31 & June 1

Conception, Pregnancy & Childbirth/Infancy & Toddlerhood

Read: H, chapters 2 & 3

Paper # 1 due June 1

June 7

Test # 1: (Short answer format): Covers chapters 1-3 in Hutchison and all lectures and class activities from May 24 through June 1

Second Half of Class: Early Childhood

Read: H, chapter 4

June 8

Middle Childhood & Adolescence

Read: H, chapters 5 & 6

Small Group Discussions and Written Responses # 2

June 14

No classroom meeting: Online video for paper # 2

- June 15 Test # 2: (short answer format): Covers Hutchison, chapters 4, 5 & 6 and all lectures and in-class activities from June 7 through June 14 (includes video from June 14)
Second Half of Class: Young Adulthood/Middle Adulthood
Read: H, chapters 7 & 8
Small Group Discussions and Responses on June 15
- June 21 & 22 Late Adulthood/Very Late Adulthood
Read: H, chapters 9 & 10
Small Group Discussions and Responses # 3 on June 22
Paper # 2 due June 22
- June 28 **Final Examination: (short answer format):** Covers chapters 7, 8, 9 & 10 in Hutchison and all lectures and class activities from June 21 through June 22

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COURSE ASSIGNMENTS

Class Participation – Classroom participation will be calculated in the following manner: 8-10 points = regular and insightful contributions; 5-7 points = some insightful contributions; 1-4 points = attended class with minimal participation; 0 points = very little to no participation. The use of cell phones, texting, surfing the Web, etc. is prohibited (see above).

Tests # 1 & 2 and Final Examination: See syllabus for dates and material.

Small Group Discussions and Written Responses

At the beginning of the term, the instructor will divide the class into small discussion teams. These assignments are not open to substitution. Students will remain in the same small group throughout the

course. During classes that include “Small Group Discussions and Written Responses” in the syllabus, each team will be provided written questions for discussion. Each team will be given different questions, all of which will relate to the topic/chapter being covered that day. Twenty to thirty minutes will be allotted for each team to discuss and provide responses to the assigned questions. Each team will then:

- 1) orally present its responses to the class as a whole;
- 2) provide a legible handwritten copy of its collective responses to the instructor at the conclusion of class. This document is to be signed by all the members of the team. Students whose signatures are not on their group’s submitted written responses will not receive any points for that day’s group work.
- 3) These team exercises will each be worth five (5) points for satisfactory completion of both the oral responses and submission of the team’s written summary. There are three classes that include these team discussions and written responses.

Policy Regarding Team Discussion and Responses

All students on each team are required to sign the group’s written document when it is submitted at the end of class. Should a student’s signature not be on her/his team’s written submission, that student will receive zero (0) points for that day’s group exercise. The only exceptions for non-participation are (1) the student’s serious illness, verified by a physician’s note stating that class attendance was not possible or (2) the death of a family member, and only upon student consultation with the instructor **prior** to the scheduled date of absence.

Papers

All papers will be written in APA format. Each paper is to be at least 5 full pages but no more than six full pages. These pages do not include the title, abstract, or references pages. Only hard copies are acceptable. Electronic submissions will not be accepted.

Paper # 1: Self-Assessment, due June 1

- a) Describe yourself as you are today in terms of your different bio-psycho-social-spiritual dimensions;
- b) Provide an example of an important turning point or decision in your life, and discuss how your different bio-psycho-social-spiritual dimensions at that turning point influenced your decision(s).
- c) Discuss what has changed between the person you were at that turning point or decision and the person you are now in these same bio-psycho-social-spiritual dimensions.

Paper # 2: Frontline Paper, due June 22

Go to the “Frontline” program section of www.pbs.org

Watch one of the following “Frontline” films in full (note that there are several sections in each film):

“Medicating Kids” <http://www.pbs.org/wgbh/pages/frontline/shows/medicating/watch>

“Growing Up Online” <http://www.pbs.org/wgbh/pages/frontline/kidsonline>

http://www.pbs.org/wgbh/pages/frontline/livingold/view/?utm_campaign=searchpage&utm_medium=videosearch&utm_source=videosearch#more

You will write a reaction paper for whichever film you viewed. In your paper:

- a) Discuss your own reactions to the film
- b) Go to the “Discussion” section on the film’s website. Read (at least) three of the public’s comments about the film. In your paper, write your reactions(s) three of the public’s comments (make certain to identify the exact comment by using the author’s name). Your written reaction should go beyond a simple “I agree” or “I disagree” comment. Provide a rationale for your response.
- c) Discuss critical challenges that the subjects in your chosen film face at their particular life stages, and what suggestions the film makes about helping your subjects successfully negotiate these challenges.

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Spring 2014

Course Number and Title: SOWK 2183: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II

Course Credit, Days/Time, Location: 3 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: TBD

Catalog Description including Pre-Requisites and/or Co-Requisites:

SOWK 2183 Pre-requisite: SOWK 2182.

Catalog Description Students will learn the foundational frameworks for understanding human interaction between individuals, families, communities, and larger social systems.

Syllabi Description **Human Behavior and the Social Environment I (HBSE I) focused on theories of individual development from infancy to old age, and on the environments in which developmental processes take place. Human Behavior and the Social Environment II focuses on models, theories, and knowledge for practice related to families and other small group systems, organizations, communities and society. Together the two courses provide principles and fundamental concepts essential to the acquisition and organization of knowledge about human behavior and the social environment as it relates to social work practice. This course will provide students with an overview of the roles that social workers play in working with mezzo and macro systems and ways in which those systems enhance or impede the ability of individuals and families to have their needs met.**

**Course Credit
Work Load**

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 quizzes and exams.

Course Objectives Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of completion of SOWK 2183 (HBSE II), students should be able to demonstrate the ability to:

1. (2.1.1) Identify as a professional social worker and conduct oneself accordingly by
 - *Practicing personal reflection and self-correction to assure continual professional development.*
2. (2.1.2) Apply social work ethical principles to guide professional practice by
 - *Recognizing and managing personal values in a way that allows professional values to guide practice.*
 - *Tolerating ambiguity in resolving ethical conflicts.*
 - *Applying strategies of ethical reasoning to arrive at principled decisions.*
3. (2.1.3) Apply critical thinking to inform and communicate professional judgments by
 - *Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge, and practice wisdom.*
4. (2.1.4) Engage diversity and difference in practice by
 - *Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create and enhance privilege and power;*
 - *Gaining sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;*
 - *Recognizing and communicating their understanding of the importance of difference in shaping life experiences;*
 - *Viewing themselves as learners and engaging those with whom they work as informants.*
5. (2.1.5) Advance human rights and social justice by
 - *Understanding the forms and mechanism of oppression and discrimination.*
6. (2.1.7) Apply knowledge of human behavior and the social environment by
 - *Utilizing conceptual frameworks that guide the processes of assessment, intervention, and evaluation;*
 - *Critiquing and applying knowledge to understand person and environment.*
7. (2.1.9) Respond to contexts that shape practice by
 - *Continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.*

Course Policies: Expectations of Students

1. **NASW Code of Ethics:** 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.
2. **Attendance and Punctuality** - Class attendance is expected to be **consistent and punctual**. Students who arrive late, leave early, or have unexcused absences will not earn full credit for the week's participation grade. An excused absence requires a university-approved document such as a physician's statement or jury summons. Students must sign the class roster each class period in order to be counted present.
3. **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.
4. **Computers** - Due to the high degree of class participation and in order to help foster an atmosphere whereby maximum learning can take place, computers should only be used for note-taking related to the course or to look up information that will be shared out loud with the class. Students should refrain from using their computers for non-course related activities (i.e. - to complete assignments for other courses, to use Facebook, to send emails or to surf the internet). Students who choose to engage in non-course computer related activities over choosing to participate in class activities will not earn full points for participation.
5. **Missing Assignments & Absences on Presentation Due Dates** – Late quizzes, assignments, and exams will not be accepted and will result in a zero. Being absent for a scheduled presentation will result in being assigned a zero. The instructor may make an exception on an individual basis for a documented emergency, such as a serious illness that results in a hospitalization or a death in the family.
6. **Email Accounts** - Students are expected to maintain and regularly check their UNCC email accounts in order to facilitate communication between the professor and students.
7. **Reading & Class Discussion** - Students are expected to have read and thought about the assigned readings. Participation in class discussions is expected. Examples of enthusiastic 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.
 - Making contributions that demonstrate connections you discover between material in the course and other experiences you have had.

- Contributing consistently and meaningfully to the class activities, exercises and discussion.

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

Teaching Strategies: This course will consist of a combination of lectures, break-out group discussions, class exercises/activities, guest speakers, student presentations and projects.

Required Reading & Text:

Kirst-Ashman, K. (2011). *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (3rd ed.). Belmont, CA: Brooks/Cole.

The Kirst-Ashman text is available at the UNCC library’s course reserves desk. Students can check it out for a three-hour period for use within the building. The book is not available for overnight checkout.

National Association of Social Workers. (1996). *Code of ethics*. Washington, DC: Author. Accessible on the NASW website at <http://www.naswdc.org/pubs/code/code.asp>

Recommended text:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed., revised). Washington, DC: Author.

Evaluation Methods:

| | | |
|-------------------------------------|---------------|-------------------|
| Team Discussions and Responses | 8 @ 5 points | 40 points |
| On-line Discussions | 3 @ 10 points | 30 points |
| Tests (2 tests + Final Examination) | 3 @ 10 points | 30 points |
| Group Presentation | | 20 points |
| Pop Quizzes | 5 @ 2 points | 10 points |
| <u>Attendance and Participation</u> | | 10 points |
| | | 140 points |

The grading scale for this course is as follows:

A= 126-140 points
 B= 112-125 points
 C = 98-111 points
 D= 84-97 points
 F= 0-83 points

GRADING CRITERIA FOR WRITTEN WORK

Evaluation is a complex process. Grades reflect both effort and achievement, not effort alone. Tremendous effort in the absence of demonstrated achievement will not result in a high grade. The

guidelines below are presented to help you understand how all writing assignments are evaluated, including quizzes, tests, team discussion responses, etc.

An “A” written assignment (e.g., an online Moodle discussion post; for this particular course, the written responses that summarize the small groups’ discussions; a formal paper; a quiz or test) is completely professional in appearance (printed with a clear, readable font on white paper; formatted in accordance with APA standards; no typos; correct in grammar, sentence structure, and spelling). The writing is clear, concise, and well organized. Subheadings and references are

used as appropriate. The author demonstrates that she or he has thoroughly researched the topic and clearly understands issues pertaining to it. The content goes beyond mere regurgitation of gathered information. The written assignment offers analysis, synthesis, and an in-depth, scholarly, and interesting perspective on the topic.

A “B” written assignment (e.g., an online Moodle post; a formal paper; a quiz or test) is generally well done and professional in appearance (type-printed with a clear, readable font on white paper; formatted in accordance with APA standards; none to minimal typos; and generally correct in grammar, sentence structure, and spelling). The writing is clear, concise, and organized.

Subheadings, and the referencing of sources, while generally present, may not be as clearly organized or as comprehensive as in “A” assignments. A “B” submission demonstrates that the writer has thoroughly researched the topic, yet the writer’s exploration of issues related to the topic may not be comprehensively conveyed. The content goes beyond mere regurgitation of gathered information. Analysis and synthesis of information in a scholarly fashion is present, but in-depth analysis may be less comprehensive compared to an “A” assignment.

A “C” written assignment/quiz/exam (e.g., an online Moodle post; a formal paper; a quiz or test), while generally professional in appearance, may evidence some problems such as formatting errors, typos, or problems with grammar, sentence structure, or spelling. The writing may exhibit problems with clarity, conciseness, and organization. There may be problems in the appropriate use of subheadings and references. While the topic may be generally covered, there may be a lack of depth and understanding of related issues. Analysis and synthesis of information in a scholarly fashion is limited.

In “U” (unsatisfactory) written assignments/quizzes/exams (e.g., an online Moodle post; a quiz or test) there may be numerous formatting errors, typos, or problems with grammar, sentence structure, and spelling. There may be significant problems with clarity, conciseness, and organization. Faulty organization may hamper effective use of subheadings. There may be significant problems in appropriate use of referencing. The topic may be minimally covered, and analysis, synthesis, and scholarly exploration of related issues may be lacking. Preparation time may have been minimal. A grade of “U” may also be warranted when students do not complete the paper at the appointed date and time; when preparation for the paper has clearly been minimal; when the paper is disorganized, unclear, and/or lacking in a basic coverage of the topic, and when writing is significantly below appropriate professional standards.

Topical Outline, Reading Schedule, & Assignments Due Dates

| | |
|-------------------|---|
| January 11 | Introduction and syllabus review. Theoretical perspectives. Values and principles that guide generalist practice in the macro environment. Read: Chapters 1 & 2, Kirst-Ashman (KA). |
|-------------------|---|

- January 18** **Human behavior in groups: Theories and dynamics.**
- Read: KA, Chapter 3.**
- Assignment Due: Team Discussions & Responses # 1**
- January 25** **Types of groups in the macro social environment.**
- Read: KA, Chapter 4.**
- Assignment Due: Team Discussions & Responses # 2**
- February 1** **No in-classroom meeting. On-line discussion of “Trouble the Water.”**
Posts begin at 8:00 am on February 1 and end at 8:00 am on February 3. Late posts receive no points. No exceptions for technological difficulties.
- February 8** **Test # 1: KA, Chapters 1-4 and all lectures, online discussions and in-class activities. Short answer format.**
- February 15** **Organizations: Knowledge and theories.**
- Read: KA, Chapter 5.**
- Assignment Due: Team Discussions & Responses # 3**
- February 22** **Social service organizational settings, goals, and environmental contexts.**
- Read: KA, Chapter 6.**
- Assignment Due: Team Discussions and Responses # 4**
- February 29** **Organizational structure and dynamics**
- Read: KA, Chapter 7.**
- Assignment Due: Team Discussions & Responses # 5**
- March 7** **No class. Spring Recess.**
- March 14** **No in-classroom meeting. Online discussion of “The Storm.”**
Posts begin at 8:00 am on March 14 and end at 8:00 am on March 16. Late posts receive no points. No exceptions for technological difficulties.
- March 21** **Test # 2: KA, Chapters 5, 6, 7 and all lectures, online discussions and in-class activities since Test # 1. Short answer format.**

- March 28** **Communities in the macro social environment: Theories and concepts.**
- Read KA, Chapter 9.**
- Assignment Due: Team Discussions & Responses # 6**
- April 4** **Diversity, populations at risk, and empowerment in the macro social environment.**
- Read KA, Chapter 12.**
- Assignments Due: Group Presentations & Team Discussions & Responses # 7**
- April 11** **Social justice and the global community.**
- Read KA, Chapter 13.**
- Assignments Due: Group Presentations & Team Discussions & Responses # 8**
- April 18** **No in-classroom meeting. On-line discussion of “Digital Nation.”**
Posts begin at 8:00 am on April 18 and end at 8:00 am on April 20. Late posts receive no points. No exceptions for technological difficulties.
- April 25** **Assignment Due: Group presentations.**
- May 9** **Final Exam: KA, Chapters 9, 12, 13 and all lecture, group presentations, online discussions and in-class activities since Test # 2. Short answer format.**
- 8:00 am section: Final is 8:00 am – 10:30 am**
- 2:00 pm section: Final is 2:00 pm – 4:30 pm**

UNIVERSITY, COLLEGE AND DEPARTMENT POLICIES

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/up-406>.

Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/up-407>. Students are expected to report cases of academic dishonesty to the course's instructor.

Course Credit 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 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/up-501>. 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.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). 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](http://legal.uncc.edu/policies/up-409) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/up-409>. 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/calendar>)

Campus Resources:

Counseling Center – 704-687-2105
Career Center - 704-687-2683
Writing Resource Center – 704-687-3506
Multicultural Resource Center – 704-687-3865
Atkins Library – 704-687-2030
Office of Disability Services - 704-687-4355
Office of Multicultural Academic Services – 704-687-4759
Veteran Student Outreach – 704-687-0354

Instructions for Assignments:

Team Discussions & Written Responses: 40 points

This assignment addresses Course Objectives # 2, 4, 5 & 6.

At the beginning of the term, the instructor will divide the class into small discussion teams. These team assignments are not open to change.

During the classes that include “Team Discussions and Written Responses” (see syllabus for dates) the instructor will provide each team with written questions for the group’s discussion. Each team will be given different questions, all of which will relate to the relevant course topic/chapter that is addressed in class on that day. Each team will:

Develop written responses to their group’s question(s) and
Provide a brief oral summary of the group’s responses to the entire class.

Twenty to thirty minutes will be allotted for each team to discuss and provide responses to the assigned questions. Each team will provide the instructor a written copy of its collective written responses at the conclusion of each class. This document is to be signed by all the members of the team. If a student’s signature is not on the submitted response document, he or she will not receive any points for that day’s exercise. The submitted response document should be written clearly, concisely and without grammatical errors.

These team discussions and written responses will each be worth five (5) points for satisfactory completion. The team’s written document will receive a grade of 0-5 points. Each member of the group will be given the same grade for each document. Each member of the group will sign her or his name to the document. Should a team member be absent on the scheduled team discussion date without having being excused by the instructor prior to the class, he or she will not receive any points for that day’s written responses.

Online Moodle Discussions (30 points):

This assignment addresses Course Objectives # 3, 4 & 7.

On the dates listed in the syllabus, the class will not physically meet. Students are to view the film that is listed for each date and submit their comments and reflections about the film on the course Moodle Discussion Forum. Students may view the videos at any point during the semester, but their postings will be accepted only during the specified time as listed in the syllabus.

“Trouble the Water,” available to the UNCC library reserve desk for 3-hour in-library checkout (video cannot be checked out). Five (5) copies of this DVD are available at the UNCC course reserves desk. It is advised that students not wait until the last minute to view the video, as it may be in use by another student.

“The Storm,” available via the “Frontline” show at pbs.org

“Digital Nation,” available via the “Frontline” show at pbs.org

During the time period specified for each film as listed in the syllabus, and only during this time period, students are to provide three posts in the course’s Moodle discussion section. Late submissions receive no points. There are no exceptions due to technological difficulties. Students may get Moodle and other computing help by visiting the Student Computing Help Center at <http://itservices.uncc.edu> or at 704-687-6400.

For each film, the first post is to be 3-4 paragraphs in length. The student is to provide her or his reflections on the video as a whole. This first post is worth 0-6 points.

For each film, the second and third posts will each have 2-3 paragraphs. The student is to respond to two other posts by two separate students. The students must be clearly identified. These second and third posts are worth 0-4 points.

Term Project: Hurricane Katrina Group Presentation (20 points):

This assignment addresses Course Objectives # 1, 3, 5 & 6.

Students will form groups of four (no more than four) at the start of the semester. Students will inform the instructor, via e-mail only, of their group’s composition by January 18 at 5:00 pm. Students who have not created their own groups by that time will be assigned to groups by the instructor. Each group will research and present on a particular vulnerable population’s experience of Hurricane Katrina (HK). The possible choices for populations are the following:

Children and families

Elders

Members of minority groups

Homeless persons

Persons with mental illness

Persons with physical disabilities

Veterans

Persons who are institutionalized

Or another population approved by the instructor

There will be no duplication in presentation topics: first come, first served.

Each group will give a 20-minute oral presentation on the date selected by the instructor. In addition to the oral presentation rubric attached to this syllabus, group presentations will be evaluated using these criteria:

Completeness and thoroughness: How fully have the questions been addressed? Has the group presented the issues in a way that can be understood by an audience that might be unfamiliar with the issue, as well as an audience that is knowledgeable about the issue? Does the group display an accurate understanding of group, community and organizational theory as it applies to the problem?

Organization and clarity: Is the presentation organized and logically presented?

The Katrina Project Group Presentation Outline

These questions can help guide your group as you research your chosen population and organize your group's presentation.

What macro-level theory or theories best explain or interpret Katrina's impact on your chosen population?

Describe your population's status pre-Katrina.

What general social problems did Katrina create for your population?

What political forces influenced your population's experience of Katrina?

What economic forces influenced your population's experience of Katrina?

What cultural attitudes and forces influenced your population's experience of Katrina?

How did the community (at the federal, state, and local levels) respond to your population's needs?

What still has to happen to help your population move toward full recovery from Katrina?

Social justice is defined as:

...an ideal condition in which all members of society have the same rights, protections, opportunities, obligations, and social benefits. Implicit in this concept is the notion that historical inequalities should be acknowledged and remedied through specific measures. A key social work value, social justice entails advocacy to confront discrimination, oppression, and institutional inequalities.

Barker, R. (2003, p. 405). *The social work dictionary* (5th Ed). Washington, DC: NASW Press.

With the above definition in mind, what social justice issues have been addressed or not addressed in relation to your chosen population's experiences before, during, and after Hurricane Katrina?

**Group Presentation
Rubric**

| | 4 | 3 | 2 | 1 | Scores |
|-------------------------------|---|--|--|--|---------------|
| Organization | Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the presentation | Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear | Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience | Choppy and confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience | |
| Content Accuracy | Completely accurate; all facts were precise and explicit | Mostly accurate; a few inconsistencies or errors in information | Somewhat accurate; more than a few inconsistencies or errors in information | Completely inaccurate; the facts in this presentation were misleading to the audience | |
| Research | Went above and beyond in researching the topic; brought in personal ideas and information to enhance presentation | Research component was adequate and went somewhat beyond basic presentation of material. | Research component was adequate but did not go beyond basic presentation of material | Did not research the topic effectively, as evidenced by lack of required research | |
| Creativity | Extremely clever and presented with originality; a unique approach that truly enhanced the presentation | Clever at times; thoughtfully and uniquely presented | Added a few original touches to enhance the presentation but did not incorporate them throughout | Little creative energy used during this presentation; was bland, predictable, and lacked "zip" | |
| Presentation Mechanics | Was engaging, provocative, and captured the interest of the audience and maintained this throughout the entire presentation; great variety of visual aids and multimedia; visual aids were colorful and clear | Was well done and interesting to the audience; was presented in a unique manner and was very well organized; some use of visual aids | Was at times interesting and was presented clearly and precisely; was clever at times and was organized in a logical manner; limited variety of visual aids and visual aids were not colorful or clear | Was not organized effectively; was not easy to follow and did not keep the audience interested; no use of visual aids | |

2

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Spring 2014

Course Number and Title: SOWK 3900: Research Methods I

Course Credit, Days/Time, Location: 3 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: TBD

Catalog Description including Pre-requisites and/or Co requisites:

SOWK 3900 Prerequisites: Upper Division standing

Catalog Description Students will be introduced to scientific and ethical approaches to building knowledge while focusing on quantitative and qualitative research methods, research design and sampling techniques.

Expanded Course

First course of a two semester sequence that introduces students to the types of research methods and data analysis used by social workers. The organizing theme of the two courses is the relationship between research and social work practice. Both the critical evaluation of research literature and the production of research are stressed. Specification of research problems, utilization of the literature to assist with the generation of testable research questions and methodological issues such as research design, sampling, measurement, and data collection are covered.

**Course Credit
Work Load**

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 quizzes and exams.

Course Objectives:

Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of successful completion of SOWK 1101 (Introduction to the Field of Social Work), students should be able to demonstrate at an introductory level:As a result of successful completion of SOWK 3900 (Research Methods I), students should be able to demonstrate the ability to:

1. (2.1.3) Apply critical thinking to inform and communicate professional judgments by

- Analyzing models of assessment, prevention, intervention, and evaluation;
2. (2.1.6) Engage in research informed practice and practice informed research by
 - Using practice experience to inform scientific inquiry and
 - Using research evidence to inform practice.

Secondary Course Objectives:

1. To understand the scientific process of conducting social research.
2. To understand both qualitative and quantitative research methods of conducting research.
3. To understand the ethical issues involved in conducting and reporting research, particularly as these issues affect human lives. Also, to understand social work values and ethics that are pertinent to conducting or monitoring a research study.
4. To understand the basic assumptions inherent in the research process and the influence of gender, race, ethnicity, social class, sexual orientation, age, disability, and other factors on the research process.
5. To be able to understand, evaluate, and utilize research studies as a consumer.
6. To conduct or assist others in conducting agency research as a producer.
7. Generally to be able to apply pertinent research principles and methods to social work practice.
8. Apply critical thinking skills within the context of professional social work practice.
9. Understand the value base of the profession and its ethical standards and principles.
10. Evaluate Research Studies, apply research finding to practice, and evaluate their own practice

Course Policies: Expectations of Students

1. **NASW Code of Ethics:** 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.
2. **Attendance and Punctuality** - Class attendance is expected to be consistent and punctual. Students who arrive late, leave early, or have unexcused absences will not earn full credit for the week's participation grade. An excused absence requires a university-approved document such as a physician's statement or jury summons. Students must sign the class roster each class period in order to be counted present.
3. **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.

4. **Computers** - Due to the high degree of class participation and in order to help foster an atmosphere whereby maximum learning can take place, computers should only be used for note-taking related to the course or to look up information that will be shared out loud with the class. Students should refrain from using their computers for non-course related activities (i.e. - to complete assignments for other courses, to use Facebook, to send emails or to surf the internet). Students who choose to engage in non-course computer related activities over choosing to participate in class activities will not earn full points for participation.

5. **Missing Assignments & Absences on Presentation Due Dates** – Late quizzes, assignments, and exams will not be accepted and will result in a zero. Being absent for a scheduled presentation will result in being assigned a zero. The instructor may make an exception on an individual basis for a documented emergency, such as a serious illness that results in a hospitalization or a death in the family.

6. **Email Accounts** - Students are expected to maintain and regularly check their UNCC email accounts in order to facilitate communication between the professor and students.

7. **Reading & Class Discussion** - Students are expected to have read and thought about the assigned readings. Participation in class discussions is expected. Examples of enthusiastic 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.
 - Making contributions that demonstrate connections you discover between material in the course and other experiences you have had.
 - Contributing consistently and meaningfully to the class activities, exercises and discussion.

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

Teaching Strategies: This course will consist of a combination of lectures, break-out group discussions, class exercises/activities, guest speakers, student presentations and projects.

Required Reading & Text:

Rubin, A. & Babbie, E. (2010) Essential Research Methods for Social Work. Brooks/Cole Publishing

Evaluation Methods:

| | |
|-------------------|-------------------|
| Exams | 20 percent |
| Theory Paper | 20 percent |
| Measurement paper | 20 percent |

Sampling and design paper
 On-line assignments
 Total

20 percent
20 points
100 points

The grading scale for this course is as follows:

A=90-100%
 B=80-89%
 C=70-79%
 D=60-69%
 F=below 60

| Week | Topic/Content | Reading |
|-----------------|---|------------|
| 8-23 | Introduction to the course and social science research Syllabus and expectations of course | |
| | THEORY | |
| 8-25 | Research in Social Work | Chapter 1 |
| 8-30 | How do Social Workers Know Things? | Chapter 1 |
| Week | Topic/Content | Reading |
| 9-1/8 | Evidence –Based Practice | Chapter 2 |
| 9-13 | The Research Process | Chapter 3 |
| 9-15 | Reviewing Literature and Developing Research Questions | Chapter 4 |
| 9/20 | Exam 1 | |
| | MEASUREMENT | |
| 9-22/27 | Conceptualization in Quantitative and Qualitative Inquiry | Chapter 5 |
| 9-29 | Measurement in Quantitative and Qualitative | Chapter 6 |
| 10-4/6 | Quantitative and Qualitative Measurement Instruments | Chapter 7 |
| 10-11/18 | Surveys | Chapter 8 |
| 11-18 | Exam 2 | |
| | SAMPLING & EVALUATION | |
| 10-20/25 | Sampling | Chapter 9 |
| 10-27 / 11-1 | Experiments & Quasi-Experiments | Chapter 10 |

| | | |
|----------|--|------------|
| 11-3 | Program Evaluation | Chapter 12 |
| 11-8/10 | Analyzing Available Records | Chapter 14 |
| 11-15/17 | Ethical problems and safeguards in research NASW Code of Ethics: Evaluation and Research Standards Special mandates of social work | Chapter 15 |
| 11-22/29 | Cultural Competent Research | Chapter 16 |
| 12-1/6 | Single Case Evaluation Designs | Chapter 11 |
| | Final Exam | |

UNIVERSITY, COLLEGE AND DEPARTMENT POLICIES

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Course Credit 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 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/up-501>. 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.

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Office of Disability Services - 704-687-4355

Office of Multicultural Academic Services – 704-687-4759

Veteran Student Outreach – 704-687-0354

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Fall 2013

Course Number and Title: SOWK 3120: Diversity and Populations-at-Risk
Course Credit: **3 hours undergraduate level credit**
Days/Time & Location TBD

Faculty Information: TBD

Catalog Description including Pre-requisites and/or Co requisites:

SOWK 3120 Prerequisites: Upper Division standing
Catalog Description: **Students will analyze issues of race, ethnicity, gender, sexual orientation, social class, age, and ability within social work practice.**

Expanded Course Description

SOWK 3120 focuses on the implications of cultural diversity for populations at risk. This course will explore topics relevant to providing social work services to diverse clients, with a focus on people from oppressed or disadvantaged minority groups. It is the intent of this course to assist students in developing the critical thinking skills necessary to question their own and others' assumptions about the world, and, with this insight, to learn to practice competently in a multicultural society.

Course Credit

Work Load

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 quizzes and exams.

Course Objectives: Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of successful completion of SOWK 3120 (Diversity and Populations at Risk), students should be able to demonstrate the ability to:

1. **(2.1.1) Identify as a professional social worker and conduct oneself accordingly by**
 - *Practicing personal reflection, self awareness and self correction to assure continual professional development and to eliminate the influence of personal biases in working with diverse groups.*
 - *Demonstrating professional demeanor in behavior, appearance, and communication;*
2. **(2.1.2) Apply social work ethical principles to guide professional practice by**

- *Recognizing and managing personal values in a way that allows professional values to guide practice;*
 - *Making ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;*
3. (2.1.3) Apply critical thinking to inform and communicate professional judgments by
- *Analyzing models of assessment, prevention, intervention, and evaluation;*
4. (2.1.4) Engage diversity and difference in practice by
- *Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;*
 - *Gaining sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;*
 - *Viewing themselves as learners and engage those with whom they work as informants.*
5. (2.1.5) Advance human rights and social and economic justice by.
- *Understanding the forms and mechanisms of oppression and discrimination;*
 - *Advocating for human rights and social and economic justice; and*
 - *Engaging in practices that advance social and economic justice.*

Course Policies: Expectations of Students

1. **NASW Code of Ethics:** 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.
2. **Attendance and Punctuality** - Class attendance is expected to be consistent and punctual. Students who arrive late, leave early, or have unexcused absences will not earn full credit for the week's participation grade. An excused absence requires a university-approved document such as a physician's statement or jury summons. Students must sign the class roster each class period in order to be counted present.
3. **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.
4. **Computers** - Due to the high degree of class participation and in order to help foster an atmosphere whereby maximum learning can take place, computers should turn off all electronic devices in the class. With advance permission from the instructor, students may place their cell phones on vibrate mode to receive an emergency call during class.

5. **Missing Assignments & Absences on Presentation Due Dates** – Late quizzes, assignments, and exams will not be accepted and will result in a zero. Being absent for a scheduled presentation will result in being assigned a zero. The instructor may make an exception on an individual basis for a documented emergency, such as a serious illness that results in a hospitalization or a death in the family.
6. **Email Accounts** - Students are expected to maintain and regularly check their UNCC email accounts and the class Moodle webpage in order to facilitate communication between the professor and students.
7. **Reading & Class Discussion** - Students are expected to have read and thought about the assigned readings. Participation in class discussions is expected. Examples of enthusiastic 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.
 - Making contributions that demonstrate connections you discover between material in the course and other experiences you have had.
 - Contributing consistently and meaningfully to the class activities, exercises and discussion.

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

Teaching Strategies: This course will consist of a combination of lectures, break-out group discussions, class exercises/activities, guest speakers, student presentations, projects, and service to the community.

Professionalism: Attendance Policy

Class attendance and punctuality are evidence of professionalism. You are expected to arrive on time and remain for the entirety of the class. Each student will start out at the beginning of the semester with 5 points for professionalism. Points will be deducted throughout the semester if you are consistently tardy for class, consistently leave early, or are absent more than two times. More than two absences require an explanation of the need justifying the absence. If you know you are going to miss a class, please email or call the instructor in advance, just as you would be expected to do with a supervisor at work. Being consistently tardy for class or leaving early will also be considered when assigning an overall grade point total. 5 points can make a difference as to whether you receive a final grade of an A or B; or final grade of a B or C for example.

Professionalism: Class Participation

Attendance requires that the student be prepared for class by completing the readings prior to class and by participating in the class discussions and exercises. Reading class assignments prior to class facilitates a more thorough discussion of major concepts, theories, and research findings.

Active participation and discussion are expected. Being a respectful listener and being encouraging to fellow students and the instructor are also expected. Students do not need to agree with statements made by the instructor or other students. Students are encouraged to think for themselves, ask challenging questions in a respectful manner, and arrive at their own understandings.

Use “I” statements – Speak for yourself. If you have questions, ask; if you don’t understand something, seek clarification; if you are uncomfortable, express your concerns but try to investigate the source of your discomfort. Try to risk opening yourself to new perspectives.

Listen for understanding – Try to listen from a perspective of sympathy and empathy. Try to understand rather than refute.

Be open to a different viewpoint. You will hear many opinions, comments and reactions. Be open to a safe environment. Everyone should feel safe to share themselves in an atmosphere of mutual understanding and non-judgment.

We are all bringing unique experiences to the class sessions. Let’s value those experiences.

Keep confidentiality.

In preparation for professional social work practice, all students must adhere to the following classroom performance expectations set by the instructor.

1. Participation in class discussions. Students are expected to come to class prepared to discuss assigned readings and participate in class discussions and exercises.
2. Respectful attitude toward faculty and other students. All views are heard and questions and comments are to be respectfully communicated and responded to by students. Diversity of perspectives and ideas are to be welcomed.
3. Students are expected to contact me about course material, class participation, or readings and homework assignments if there are questions or problems. I can be contacted by phone or email and am available to meet with students at a time convenient for both the instructor and student.
4. Cell phones and laptops are a distraction in class and should be turned off before class begins.

Professionalism: Classroom Norms (Ground Rules):

(Adapted from those by Margaret Andersen, University of Delaware).

Given the nature of this course, the following rules are intended to promote an atmosphere which will facilitate a respectful learning environment. The class can agree to revise them and add others, but all students must commit themselves to the final set of rules by the end of the first class. These principles will guide our class discussions and interactions.

1. Acknowledge that racial and ethnic oppression exists in our society.
2. Acknowledge that one of the key elements of oppression is that we are all systematically taught misinformation about race and ethnicity. This is true for both majority and minority group members.
3. While we cannot be blamed for the misinformation that we have learned, we can and will be held responsible for repeating misinformation after we have learned otherwise.
4. We will actively pursue information about racial and ethnic groups. However, the basis for this information will not be on societal learned myths or stereotypes about these groups.
5. We will share information and ideas with members of the class and we will never demean, devalue, or “put down” people for their experiences.
6. We each have an obligation to combat actively the myths and stereotypes about race and ethnicity so that we can break down the barriers which impede group cooperation.
7. We will assume that all of us, regardless of our racial or sexual identity, nationality, class or cultural background, have been influenced by the racism of our society and that we can change.
8. We will create a safe atmosphere for open discussion. At times, members of the class may wish to make comments that they do not want repeated outside of the classroom. If so, the student will preface his/her remarks with a request and the class will agree not to repeat the remarks.

9. We will try to see the world through the experiences of people who have different perspectives than our own. This will mean not assuming that one's own perspective is the only or the best way to see and think.

Policy regarding written assignments and oral presentations

Students should have ample time to prepare their schedules to accommodate exam and written assignments since they are assigned in advance. Written assignments are due the first five minutes of class. A student should notify the instructor before the due date to discuss an extension if there are extenuating circumstances (personal illness or death in family). Five points will be deducted for written assignments or tests that are turned in late.

Written assignments must be typed, double spaced, stapled, and have a cover page with your name, course number, and date. Any references should be cited in APA style.

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; therefore, excellence in both content and writing mechanics is expected for written assignments. Points will be reduced on written assignments for errors. Students should notify the instructor if they are concerned about their writing skills prior to turning in assignments.

For assistance with writing skills, you may contact the University Writing Center at 214 Fretwell, 704-687-4357 or at www.uncc.edu/writing.

If you have concerns about the class, please schedule an appointment to meet with the instructor and make these suggestions early in the semester so that they can be addressed. A copy of my teaching philosophy is available upon request.

Required Reading

Hall, Ron & Moore, Denver. (2006). *Same kind of different as me*. Nashville, TN: Thomas Nelson Co.

Lum, Doman. (2003). *Culturally competent practice: A framework for understanding diverse groups and justice issues*. Pacific Grove, CA: Brooks/Cole

National Association of Social Workers. (1996). *Code of ethics*. Washington, D.C.: Author. NASW website: <http://www.socialworkers.org>

National Association of Social Workers. (2001). *Standards for Cultural Competence in Social Work Practice*. NASW website: <http://www.socialworkers.org>

Supplemental Texts (On reserve at Atkins Library)

Adams, M.; Blumenfeld, W; Castaneda, C.; Hackman, H.; Peters, M. & Zuniga, X. (editors). (2010). *Readings for diversity and social justice*. New York: Routledge.

Anderson, M. & Collins, P. (2004). *Race, class and gender: An anthology*. Belmont, CA: Wadsworth/Thomas Learning.

Rothenburg, P. (1998). *Race, class, and gender in the United States: An integrated study*. New York: St. Martin Press.

Rothman, Juliet C. (2008). *Cultural competence in process and practice: Building bridges*. Boston, MA: Allyn & Bacon.

Evaluation Methods:

The assignments for this course are as follows:

| | |
|--------------------------|-----------|
| Mid Term Exam | 25 points |
| Short Essay | 15 points |
| Book Review & Discussion | 20 points |
| Group Presentation | 20 points |

| | |
|--------------------------------|------------|
| Personal Reflection Evaluation | 10 points |
| Two Minute Presentation | 5 points |
| One Minute Drop Box Cards | 5 points |
| Total | 100 Points |

The grading scale for this course is as follows:

A=90-100%
 B=80-89%
 C=70-79%
 D=60-69%
 F=below 60

Course Outline/Schedule

(Homework reading assignment articles can be found in the supplemental texts on reserve at Atkins Library)

- Aug. 24 Introduction to class and review of syllabus/assignments
 Discussion on how to define culturally competent practice with people from diverse backgrounds; cultural related terms (cultural humility; cultural sensitivity, etc.)
Reading assignment: Introduction to Class Notes
 Lum Ch. 1 Notes
 Class Exercises: Identifying Stereotypes on Newsprint/ Perpetuating Stereotypes Handout
Homework Reading Assignments:
Imagine a Country (Skylar, 2003) (This article is in the Anderson/Collins book)
The Mysterious Fall of the Nacirema (Thompson, 1956)
- Aug. 31 Review of Homework: *Imagine a Country* and *The Mysterious Fall of the Nacirema* articles
 Class Small Group Exercise: 2010 State of the World as a Village Report
 Discussion of dimensions of racial/gender/ethnic identity and group status
 Discussion of global oppression
Reading assignment: Lum, Ch. 2 Notes
 Class Exercise: Review of Census Forms (1870, 1950, 2010)
 Class Exercise: Dimensions of Personal Identity & Common Ground
Homework Reading Assignment: *White Privilege* (P. McIntosh, 1988)
- Sept. 7 Review of Homework: *White Privilege* article
 Discussion of the reality of America's cultural values of privilege & classism
Reading assignment: Lum, Ch. 3 Privilege & Classism Notes
 Video Clip – 2020 Report “White Privilege”
 Class Handout: Class Status – Wealth, Middle Class, Poverty
- Sept. 14 Discussion of racism, discrimination, and oppression
 Discussion of the history and forms of oppression and discrimination; how discriminatory practices and policies impact service access
 Discussion of religious diversity
Reading assignment: Notes on different religious beliefs
Reading assignment: Lum Ch. 3 Racism & Oppression Notes
 Class Small Group Exercise: The Pod
- Sept. 21 Discussion of the knowledge base needed to provide culturally competent services to clients with diverse backgrounds
Reading assignment: Lum, Ch. 4 Notes

- Sept. 28 **Written Essay Assignment Due**
 Discussion of the practice skills needed to provide culturally competent services; discussion of models of engagement and assessment
Reading assignment: Lum, Ch. 5 Notes
- Oct. 5 Class Exercise: Cultural grams and Ethnological Interviewing
 Discussion of social and economic justice theories and how they influence culturally competent values and practice; emphasis on understanding how to be a social activist and advocate for clients' human and civil rights
 Review for midterm exam
Reading assignment: Lum Ch. 14- Social Justice & Advocacy Notes
- Oct. 12 **Mid Term Exam:** Chapter notes 1-5 and 14; Notes on different religious beliefs; reading assignment handouts, in class videos; class exercises & discussions
- Oct. 19 Review of exam
 Discussion of culturally competent practice with Latino Americans; (engagement, assessment, intervention, prevention, and evaluation)
 Discussion of issues related to undocumented immigrants
Reading assignment: Notes on practice with Latino Americans
 Guest Speakers – Susana Jerez, Latin American Coalition

 Rosa Espinosa, MSW, Women's Commission
- Oct. 26 **Homework:** Male Privilege Questionnaire
 Discussion of Ableism & competent practice with people with disabilities
Reading assignment: Notes on practice with people with disabilities
 Guest Speaker – Katie Montie, MSW, UNCC Office of Disabilities
 Discussion of Sexism, Gender Stereotypes and discrimination
Reading assignment: Notes on cultural competence with women
 Review of Homework: Male Privilege Questionnaire
 Class Handouts: Gender stereotypes & male privilege

Homework: Heterosexual Privilege Questionnaire
- Nov. 2 Review of Homework: Heterosexual Privilege Questionnaire
 Discussion of culturally competent practice with GLBT population (engagement, assessment, intervention, prevention, and evaluation)
Reading assignment: Notes on competent practice with GLBT clients
 Guest Speakers –Time Out Youth Speaker's Bureau
- Nov. 9 Discussion of culturally competent practice with First Nations Peoples; (engagement, assessment, intervention, prevention and evaluation)
Reading assignment: Notes on practice with First Nations People
 Guest Speakers – Shawnee Garvin, CHHS Academic Counselor
 Representatives from Native American Resource Center

 Discussion of culturally competent practice with African Americans
Reading assignment: Notes on practice with African Americans;
 (engagement, assessment, intervention, prevention, and evaluation)

Video Clip: "Black in America"

Nov. 16 Discussion of culturally competent practice with Asian Americans;
(engagement, assessment, intervention, prevention and evaluation)
Reading assignment: Notes on Asian Americans
Discussion of culturally competent practice with refugees and asylees;
(engagement, assessment, intervention, prevention, and evaluation)
Reading assignment: Notes on working with refugee families
Guest Speakers – Patrick Chang, Mental Health Association
Representative from Carolina Refugee Center

Nov. 23-27 Thanksgiving Holiday Break

Nov. 30 Special Populations – older adults & children; people who are homeless
Discussion of Ageism & culturally competent practice with older adults;
(engagement, assessment, intervention, prevention and evaluation)_
Reading assignment: Notes on working with older adults
Understanding prevalence and causes of homelessness in our community
Reading assignment: Notes on practice with people who are homeless
Guest Speakers – Beth Jorgensen, MSW, A Child's Place
Barbara Thomas, Urban Ministry Center

IN CLASS PROJECTS

**A CHILD'S PLACE BACKPACK PROJECT (students and professor
will bring in donations for children's backpacks/school supplies)
OPERATION SANDWICH (students and professor will make as many
sandwiches as possible to be donated to Urban Ministry Center)**

Dec. 7 **Book Review Paper Due**
Class discussion of *Same Kind of Different As Me* (Hall & Moore, 2006)
Class Exercise: Small Group Report Out Presentations
Instructor will share excerpts from *What Difference Do It Make?*
(Hall, Moore & Vincent, 2009)
Review of Course & Discussion of Self Awareness Evaluation

Dec. 14 **Group Presentations (Exam Time: Mandatory Attendance)**
Group Evaluation Form Due
Personal and Professional Reflection Paper Due

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Office of Multicultural Academic Services – 704-687-4759

Veteran Student Outreach – 704-687-0354

Course Assignments

Your grade for this course will be based on the requirements and point values listed below. See the course outline section of the syllabus for further clarification of due dates for all assignments. Rubrics for how written and oral assignments are assessed will be distributed the first day of class.

One Minute Entrance Drop Box Cards (5 points)

During the semester students will be asked to write a one minute response on the assigned readings, class exercises, guest speaker presentations, and/or handouts. The professor will give students 5X8 note cards at the beginning of the class with a statement or question and students will be given one minute to respond. Students will drop their note cards in a box supplied by the professor. There will be 5 of these one minute entrance note cards randomly assigned during the semester. Each note card response is worth 1 point. Students who are absent or late on “drop box” days will not be given the opportunity to make up the assignment, so it is important that you attend class and be on time.

Two Minute “Class Business” Assignment (5 points)

Each student will sign up for a class during the semester and present a 2-3 minute brief presentation at the beginning of the class session on something he/she read, observed, personally experienced, etc. that is relevant to our course. Please limit your presentation to 2-3 minutes. This can be something the student read on line, in a newspaper or magazine, a current movie or television show, a conversation with friends, family or co-workers, something that inspired you by one of the guest speakers, etc. The purpose of this brief presentation is for students to be aware of current events and personal experiences that relate to diversity, awareness, stereotypes, biases, oppression, power issues, or other issues discussed in class and related to the text reading. It also gives students the opportunity to speak in front of a group and supports the idea that speaking enhances knowledge transfer.

If you are absent on the day you signed up to present, you must see the instructor to arrange to make up the presentation in another class session during the semester. Students automatically earn the 5 points just by giving the presentation on the assigned date.

Mid-Term Exam (25 points) –

This test will cover the Rothman-Lum chapter notes 1-5, and chapter 14 (distributed by the instructor), notes on religious diversity, all lectures and presentations, classroom handouts, in class video clips, and outside reading assignments up to the date the exam is administered. The test will consist of short answer questions, multiple choice questions, matching, and true/false questions. Students will have the entire class period to complete the exam.

Short Essay (15 points) –

Each student will submit a short 2 to 3 page typed essay. The essay will be the student's personal reaction to a video/movie, a selected reading from the supplemental texts or one of the workshops offered by the UNCC Multicultural Resource Center (or a workshop offered at another organization as long as the workshop is specifically related to diversity issues). The video should pertain to a cultural diversity issue.

The essay should include a brief summarization of the reading or video/movie or workshop, application of ideas in the readings or videos or workshop to social work practice, ways in which the readings or video or workshop impact the student's feelings about practicing with a diverse client group related to class, culture, race, ethnicity, gender, age, religion, disability, and/or sexual orientation; OR how the reading or video or workshop challenge the student's assumptions about a diverse client group.

5 points will be deducted from each essay that is turned in late. ½ point will be deducted if the essay does not have a cover page. ½ point will be deducted if there are not appropriate citations. Points will be deducted if there are numerous grammatical errors and/or if the essay does not cover the above topics.

If you choose one of the supplemental readings, cite the relevant reading in your essay using APA standards. If you choose to attend one of the MRC workshops, cite the name, date and time of the workshop in your essay. If you choose a video, cite the name, date, and production company of the movie/video in italics. If you are not sure the reading, video, or workshop is appropriate for this assignment, please check with the instructor before you submit the essay.

Book Review Paper & Discussion (20 points – 15 points for the paper; 5 points for attendance and discussion) –

Each student is expected to read *Same Kind of Different As Me* by Ron Hall & Denver Moore (2006) and participate in a class discussion about the book. Students are to write a 4-5 page book review paper.

Respond to the following questions in your paper:

Why would you recommend this book for anyone interested in understanding issues of homelessness, poverty, discrimination and racial prejudice?

How does this true account challenge any assumptions you may have had about homeless people or poor people?

How does this true account help you understand how a person's identity is shaped by different experiences?

Choose one of the 3 main characters and explain what you think the main message from that character is to the reader. Be specific in describing what you think the character you choose is doing to promote social and economic justice in the community in which he/she is living.

How would you apply anything you learned in this book to social work practice? For example, how does reading this book help you better understand how society can deter or promote people from being successful, included, and empowered? What is one thing in your community that you can do to promote social and economic justice?

I will be looking for all of these ideas in your essay and assessing for correct grammar and spelling. If you reference any particular quote or segment in the book, make sure you reference the quote and page. Do not plagiarize from any internet/web sources about this book. The essay is worth 20 points and the class discussion activity is worth 5 points, so it is essential that you attend class on Dec. 14th and participate in the class activity as this is your official exam date for this course. **5 points will be deducted from this assignment if the book review paper is turned in late or the student does not attend class on Dec. 14th.**

Personal & Professional Reflection Assignment (10 points - Due Date: December 14, 2012)

Students will be asked to critically evaluate their own developmental progress (values, skills, and knowledge) toward becoming culturally competent social workers. A Reflection Evaluation written assignment will be distributed the first day of class. Students will turn in this assignment (no specific pages required) the last day of classes. This paper will not be assessed for grammatical and/or writing errors; no need for a cover page. This is a chance for students to critically assess their own personal and professional growth and to personally reflect on how they can continue to work on eliminating any personal biases about diverse groups that could hinder their professional judgments and ethical decision making.

The contents of this paper will not be shared with anyone other than the professor. Students are encouraged to be honest and open. Students automatically earn 5 points just by submitting the reflection paper on the assigned date. Students will receive an additional 5 points by showing that he/she applied critical thinking by openly sharing personal biases and by giving specific examples of how the student plans to commit to professional growth and to uphold the NASW Code of Ethics standards.

Personal & Professional Reflection Evaluation Paper:

Consider the level of competence you had when you started this course. What experiences have you had (life, family, school, work, travel, volunteer service, etc.) that have shaped your views of your own culture and the culture of others? (self awareness)

Now consider the level of competence (knowledge, skills, values) that you believe you now have after having completed this course. What has influenced or impressed you the most? Think about a population group with which it may be difficult or challenging for you to work and analyze the reason for this (your values and background, personal experiences, stereotypes, etc.). Is this something that you feel you should overcome based on NASW ethical standards of respect, nonjudgmental attitudes, and acceptance? (self correction) What more do you need to know?

Action Steps: List three to five actions that are reasonable and feasible for you to do as you continue on in your BSW program and in your professional career that will increase your cultural competence, your professional growth, and your advocacy efforts on behalf of diverse population groups, especially those who are marginalized, oppressed, etc. (professional development)

Group Presentation (20 points) – December 14, 2011

Cultural-specific events provide an opportunity to experience a different group in a very direct way. Students are required to observe or participate in one cultural activity, one religious group, one public forum/workshop, one ethnic fair or festival, a support group meeting or one organizational meeting that represents a different cultural, ethnic or religious group from their own. You will be observing the event and learning about special traditions, group norms and expectations, and interactions among member of your own group. The Multicultural Resource Center on campus has more than thirty active multicultural clubs and organizations at UNCC. If an organizational experience or support group experience is selected, make certain to check out any confidentiality issues about outside guest observations. Also, be considerate of all cultural traditions if you select a religious experience.

Do not place yourself in a situation where you are not safe. Being somewhat uncomfortable – getting out of your comfort zone – is somewhat expected but select an event or activity that will allow you to be somewhat at ease and always safe.

You are to work in a small group of no more than 4-5 students. You are to present your experiences to the class as a group project.

Each group will be allowed 15-20 minutes for its presentation. Since all presentations will be given on December 7th, each group needs to be mindful of the time expectations and not go over the allotted time. Be prepared to share with the class what you learned from the experience as a group – any preconceived ideas or stereotypes you may have had, and/or any cultural awareness or knowledge

about how to apply the value base of social work you gained. Hopefully the experience will have given you an opportunity to address any biases or stereotypes you might have had as you entered this project and to recognize personal values. You can also note any reactions from group participants or members to your presence at the event you choose. For example, were you welcomed or invited back?

Be informative and creative. You can use power point, posters, handouts, sharing ethnic foods, etc. in your presentation. Each group member should be responsible for some part of the presentation. In addition, each student will be asked to evaluate his or her fellow group members on an evaluation form provided by the professor.

Each small group will be graded as a team (individual students will receive the grade the entire small group receives) on their presentation, according to the following scale:

5 points – Professional Presentation: speaking volume, eye contact, posture, dress, timing

5 points – Organization: sequencing of presentation topic is logical and easy to follow; includes an introduction, content, and summary of the project activity

5 points – Supporting Materials: visual aids such as power point, brochures, posters, etc.

5 points – All group members have a reasonable role in the presentation

Department Policies:

The Department of Social Work at UNC Charlotte defines generalist social work practice as the professionally responsible application of knowledge, research findings, and skills with a commitment to working with clients and implementing interventions at multiple levels (e.g. individuals, families, groups, organizations, communities, and society).

NASW Code of Ethics

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.

Email Accounts

Students are expected to maintain and regularly check their UNCC email accounts in order to facilitate communication between the professor and students. Your UNCC email account is your official address through which you will receive official University notifications, news, and updates.

Scoring Rubric for the Essay

| 3 | 2 | 1 | Score |
|---|---|---|-------|
| Summary of the movie, article or workshop is concise and descriptive; easy to follow for someone who may not have seen the movie, read the article, or attended the workshop. | Summary of the movie, article or workshop is too lengthy and wordy; for example, the majority of the paper focuses on the contents of the movie, article or workshop and not the student's impressions. | The answer lacks a summary of the movie, article or workshop. | |
| Content of the paper demonstrates that the student clearly understands how to relate the movie, article or workshop to social work practice | Content of the paper demonstrates some explanation of the relationship to social work practice. | Preparation time may have been minimal resulting in a lack of depth and understanding of how to relate the assignment to social work practice | |

| | | | |
|---|---|---|--|
| Content of the paper demonstrates that the student clearly defines his or her assumptions or feelings about a diverse group. | Content of the paper shows some demonstration of the student's personal assumptions or feelings about a diverse group. | Positions that explain how the student's assumptions were challenged are not clearly explained or are missing. | |
| The answer overall has a discernible structure and good organization; specific examples are included; primary sources of the notes and handouts were reviewed and documented correctly. | The answer overall may contain examples but lack of conciseness results in problems with sentence structure and organizational format; some problems in the appropriate use of references; sources are missing. | The answer overall lacks specific examples and is disorganized and difficult to follow; primary sources were not reviewed resulting in a lack of support for the student's response to the questions. | |
| The written answer is proofread with correct (none to minimal problems) grammar and spelling. | The written answer shows several problems with grammar and spelling which indicates the need for more proofreading. | The written answer has numerous grammatical, punctuation and/or spelling errors that suggest lack of proofreading. | |
| | | Total | |

Scoring Rubric for Book Review

| 3 | 2 | 1 | Score |
|---|--|--|-------|
| Content of the paper demonstrates the student clearly understands why this book relates to discrimination, prejudice and poverty. | Content of the paper demonstrates some understanding of why this book relates to issues of discrimination, poverty and prejudice. | Preparation time may have been minimal resulting in a lack of depth and understanding of why this book was selected to help students understand issues of discrimination, poverty and prejudice. | |
| Content of the paper demonstrates that the student clearly understands how identity is shaped by different life experiences. | Content of the paper demonstrates some understanding of how identity is shaped by different life experiences. | Preparation time may have been minimal resulting in a lack of depth and understanding of how life experiences shape identity. | |
| Content of the paper demonstrates that the student clearly understands how social workers challenge and confront discrimination and poverty to facilitate social justice. | Content of the paper demonstrates some understanding of how social workers facilitate social justice by challenging forms of discrimination and poverty. | Positions that explain how social workers confront and challenge discrimination and poverty to facilitate social change are not clearly explained or are missing. | |
| The answer overall has a discernible structure and good organization; specific | The answer overall may contain examples but lack of conciseness results in | The answer overall lacks specific examples and is disorganized and difficult to | |

| | | | |
|---|--|---|--|
| examples are included; primary sources were reviewed and documented correctly. | problems with sentence structure and organizational format; some problems in the appropriate use of references; sources are missing. | follow; primary sources were not reviewed resulting in a lack of support for the student's response to the questions. | |
| The written answer is proofread with correct (none to minimal problems) grammar and spelling. | The written answer shows several problems with grammar and spelling which indicates the need for more proofreading. | The written answer has numerous grammatical, punctuation and/or spelling errors that suggest lack of proofreading. | |
| | | Total | |

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Spring 2014

Course Number and Title: SOWK 3181: PRACTICE METHODS I

Course Credit, Days/Time, Location: 3 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: TBD

Catalog Description including Pre-requisites and/or Co requisites:
SOWK 3181 Pre-requisite: Upper Division Standing
Co-requisite: SOWK 3900 & SOWK 3202

Catalog Description Students will develop competencies in generalist social work practice methods with an emphasis on working with individuals.

Expanded Course Description

Social Work Practice Methods I introduces students to the values, theoretical models and methods of generalist social work practice with individuals in preparation for SOWK 3182, Practice Methods II, and SOWK 3184, Practice Methods III, as well as SOWK 3482, Field Practicum I and SOWK 3484, Field Practicum II. Students learn to develop communication, relationship and assessment skills in relation to practice with individuals and become familiar with the systems, developmental and strengths perspectives. Students learn the various roles and responsibilities of the social work helping process. Particular emphasis is given to issues of ethics, diversity, self-awareness and evidence-based interventions.

Course Credit

Work Load

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 quizzes and exams.

Course Objectives

Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of completion of SOWK 3181 (Practice Methods), students should be able to demonstrate the ability to:

1. (2.1.1) Identify as a professional social worker and conduct oneself accordingly by

- *Practicing personal reflection and self-correction to assure continual professional development*
 - *Attending to professional roles and boundaries, and engaging in career-long learning.*
2. (2.1.2) Apply social work ethical principles to guide professional practice by
 - *Recognizing and managing personal values in a way that allows professional values to guide practice.*
 - *Making ethical decisions by applying standards of the NASW Code of Ethics, and applying strategies of ethical reasoning to arrive at principled decisions.*
 3. (2.1.3) Apply critical thinking to inform and communicate professional judgments by
 - *Analyzing models of assessment, prevention, intervention and evaluation;*
 - *Demonstrating effective oral and written communication skills in working with individuals, families, groups, organizations, communities, and colleagues.*
 4. (2.1.4) Engage diversity and difference in practice by
 - *Recognizing how cultural structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;*
 - *Gaining sufficient self-awareness to eliminate personal biases and values in working with diverse groups.*

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

Course Policies: Expectations of Students

1. **NASW Code of Ethics:** 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.
2. **Attendance and Punctuality** - Students who arrive late, leave early, or have excessive unexcused absences will lose 3 points off the final course grade per unexcused absence. Students are allowed 2 unexcused absences for a 2 day a week course, one unexcused absence for a one day a week course. After that, any excused absence requires a university-approved document such as a physician's statement or jury summons. Contact the instructor for consideration of other reasons for being absent from class. Students must sign the class roster each class period in order to be counted present.
3. **Cell Phones and Computers** - Due to the high degree of class participation and in order to help foster an atmosphere whereby maximum learning can take place, computers should turn off all electronic devices in the class. With advance permission from the instructor, students may place their cell phones on vibrate mode to receive an emergency call during class.
4. **Missing Assignments & Absences on Presentation Due Dates** – Late quizzes, assignments, and exams will not be accepted and will result in a zero. Being absent for a scheduled presentation

will result in being assigned a zero. The instructor may make an exception on an individual basis for a documented emergency, such as a serious illness that results in a hospitalization or a death in the family.

5. **Email Accounts** - Students are expected to maintain and regularly check their UNCC email accounts and the class Moodle webpage in order to facilitate communication between the professor and students.
6. **Reading & Class Discussion** - Students are expected to have read and thought about the assigned readings. Participation in class discussions is expected. Examples of enthusiastic 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.
 - Making contributions that demonstrate connections you discover between material in the course and other experiences you have had.
 - Contributing consistently and meaningfully to the class activities, exercises and discussion.

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

Teaching Strategies: This course will consist of a combination of lectures, break-out group discussions, class exercises/activities, guest speakers, student presentations, projects, and service to the community.

REQUIRED TEXT

Counoyer, B.R. (2011). *The Social Work Skills Workbook* (6th ed.). Brooks/Cole.

Miley, K.K., O'Meila, M. & DuBois, B. (2011). *Generalist Social Work Practice: An Empowerment Approach* (6th ed.). Boston: Allyn & Bacon.

REQUIRED READING:

National Association of Social Workers. (1996). *Code of ethics*. Washington, D.C.: Author. NASW website: <http://www.naswdc.org/pubs/code/default.asp>.

National Association of Social Workers. (2006). *Standards for Cultural Competence in Social Work Practice*. <http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf>. MySocialWorkLab. <http://mysocialworklab.com>.

*NOTE—Books and other course materials used in this course should be saved for future courses and professional practice.

RECOMMENDED READING:

American Psychological Association (2009). *Publication Manual of the American Psychological Association*

Association (6th Ed.). Washington, DC: Author.

Nichols, Q. (2012). *Connecting Core Competencies: A Workbook for Social Work Students*. Upper Saddle River, NJ: Pearson Publishing.

Evaluation Methods:

| | |
|--|---------------------------------|
| Personal/Professional Values Essay | 20 points |
| Group Presentation & Paper (Groups of 4) | 10 points (paper) |
| | 20 points (presentation) |
| Social History/Integrative Paper | 20 points |
| Intervention Assessment | 20 points |
| Practice Skills Lab | |
| <u>(in class exercises/role plays, etc.) & Class Participation</u> | 10 points |
| Total | 100 points |

Grade Scale:

A = 90 -100 points

B = 80-89 points

C = 70-79 points

D = 60-69 points

F = ≤59 points

TOPICAL OUTLINE

Class 1 Introduction to the course and review of the syllabus .
Introduction of agencies/organizations in which students are interns
Generalist Social Work Practice and Social Work Values
Reading assignment: Cournoyer Ch. 1
Miley, O’Melia & DuBois Ch. 1
NASW Code of Ethics

Class 2 Social Work Values & Multicultural Competence
Professionalism & Ethical Decision Making
Reading assignment: Cournoyer Ch. 2 & 3
Miley, O’Melia & DuBois Ch 3
National Association of Social Workers. (2006). *Standards for Cultural Competence in Social Work Practice*.
<http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf>.

XXX Date **LABOR DAY-NO CLASS**
Class 3 Continue Social Work Values & Multicultural Competence
Professionalism & Ethical Decision Making
Reading assignment: Cournoyer Ch. 2 & 3
Miley, O’Melia & DuBois Ch 3

| | |
|-----------------|---|
| Class 4 | Systems Theory, Strengths & Empowerment Reading assignment: Miley, O’Melia & DuBois Ch 2 & 4 Assignment #1 Personal/Professional Values Reflection Essay Due at Class 4 |
| Class 5 | Empowerment Approach Communication, Listening & Critical Thinking Communication barriers (nonverbal and verbal) Reading assignment: Miley, O’Melia & DuBois Ch 5 Counoyer Ch. 4 |
| Class 6 | Dialogue Phase: Forming partnerships Assessing the environmental systems that impact practice Understanding organizations’ strengths and barriers to service Discussion of the development of a helping relationship Reading assignment: Counoyer Ch. 5 & 6 Miley, O’Melia & DuBois Ch 6 |
| Class 7 | Dialogue Phase: Articulating Situations Effective communication and interviewing skills Reading assignment: Counoyer Ch. 7 Miley, O’Melia & DuBois Ch 7 |
| XX Date | FALL BREAK-NO CLASS |
| Class 8 | Dialogue Phase: Defining Directions Continued discussion of developing relationships with clients Discussion & practice of skills used during the interview process Client motivation Working with the mandated vs. voluntary client Reading assignment: Counoyer Ch. 7 Miley, O’Melia & DuBois Ch 8 |
| Class 9 | Discovery Phase: Identifying Strengths Understanding multidimensional assessment Identifying elements of a social history Exploring client’s strengths Reading assignment: Counoyer Ch. 8 Miley, O’Melia & DuBois Ch 9 |
| Class 10 | Assignment #2 Cultural Competency Presentations & Paper Due October 24 Discovery Phase: Identifying Strengths Understanding multidimensional assessment Identifying elements of a social history Exploring client’s strengths Discovery Phase: Assessing Resources Tools & Techniques |

| | |
|-----------------|--|
| | Record Keeping HIPPA |
| | Reading assignment: Cournoyer Ch. 8 Miley, O'Melia & DuBois Ch 10 |
| Class 11 | Discovery Phase: Framing Solutions Contracts, plans, and development of goals with clients Discussion of evidenced based practice with special populations |
| | Reading assignment: Cournoyer Ch. 9 Miley, O'Melia & DuBois Ch 11 |
| Class 12 | Development Phase: Activating Resources Direct and indirect practice skills (empowerment, advocacy and referral) Developing crisis intervention skills and techniques |
| | Reading assignment: Cournoyer Ch. 10 Miley, O'Melia & DuBois Ch 12 |
| Class 13 | Development Phase: Creating Alliances Natural alliances Organizational alliances Client-service alliances Professional Support Networks |
| | Reading assignment: Miley, O'Melia & DuBois Ch 13 |
| | Assignment # 3 Integrative Paper Due November 21 |
| Class 14 | Discovery Phase: Expanding Opportunities Resources, Policy, Social Activism, Legislative Advocacy Discovery Phase: Recognizing Success Evaluation & Research Single Subject Design (SSD) |
| | Reading assignment: Miley, O'Melia & DuBois Ch 14 & 15 |
| Class 15 | Discovery Phase: Recognizing Success Evidence-based practice Practice Evaluation Discovery Phase: Integrating Gains Termination |
| | Reading assignment: Cournoyer Ch. 11 Miley, O'Melia & DuBois Ch 15 & 16 |
| | Assignment # 4 Intervention Assessment Paper Due December 5 |
| Class 16 | Final Exam Period |

UNIVERSITY, COLLEGE AND DEPARTMENT POLICIES

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/up-406>.

Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/up-407>. Students are expected to report cases of academic dishonesty to the course’s instructor.

Course Credit 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 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/up-501>. 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.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). 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/up-409>. 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/calendar>)

Campus Resources:

Counseling Center – 704-687-2105

Career Center - 704-687-2683

Writing Resource Center – 704-687-3506

Multicultural Resource Center – 704-687-3865

Atkins Library – 704-687-2030

Office of Disability Services - 704-687-4355

Office of Multicultural Academic Services – 704-687-4759

Veteran Student Outreach – 704-687-0354

General criteria for grading written assignments:

Students should have ample time to prepare their schedules to accommodate written assignments since they are assigned in advance. Written assignments are due the first five minutes of class. A student should notify the instructor **before the due date** to discuss an extension if there are extenuating circumstances (personal illness or death in family). **Five points per day** will be deducted for written assignments that are turned in late.

Written assignments must be typed and have a cover page with your name, course number, and date. Any references should be cited in APA style.

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; therefore, excellence in both content and writing mechanics is expected for written assignments. Points will be reduced on written assignments for errors. Students should notify the instructor if they are concerned about their writing skills prior to turning in assignments.

For assistance with writing skills, you may contact the University Writing Center at 214 Fretwell, 704-687-4357 or at www.uncc.edu/writing.

Also, students have access to MySocialWorkLab. This can be resource can be utilized, bottom tab at left-MySearchLab-extensive research, writing and revising help

General criteria for grading class presentations: complete coverage of all content requested, clarity in presentation of material, organization of the presentation, effectiveness of speech, accurate grammar, creativity in sustaining attention of the class, responsiveness to questions and view of the class, and ability to involve the class in discussion. Handouts, visual aids, and role-play though not required, if utilized, do need to be informative and will be considered as meeting the criteria for “exceptional A-level work”.

COURSE ASSIGNMENTS & DUE DATES

Written Assignment #1

Personal/Professional Values Essay

Due Date: XXX

Point Value: 20 points

In this essay you are to compare two of your personal core values with the values you believe to be essential for effective social work practice. Give examples of personal and/or professional experiences to show your understanding of the importance of adhering to these values as a social worker. Consider how your own values have developed. Who has been instrumental in your development? What messages have been given that have shaped you, how you think, or behave. Can you recount situations

in which your value orientation has been challenged? Refer to chapter 3 in the text, supplemental readings, and discussion developed in class. Assignment must be typed, double spaced, and carefully checked for sentence structure, grammatical and spelling errors. If sources are cited in the essay, be sure to use APA standards. Approximate Length: 2-3 pages.

Assignment #2:

Group Presentation & Paper (Groups of 4)

Due Date: XXX

Point Value: 10 points (paper)

20 points (presentation)

Cultural Competency Presentations— Early in the course, students will form small groups that will work towards developing a cultural competency presentation. Each group will select a diverse client population based on **ethnicity, social and economic class, culture, religion, sexual orientation, or disability**, and conduct a 30-minute presentation focused on various issues in direct practice with the identified population. The presentation should demonstrate the group members' comprehension of the following:

1. Knowledge of social problems that differentially impact the identified population;
2. Knowledge of issues associated with building helping relationships with and engaging clients of the identified population, including communication styles, etc.
3. Knowledge of issues associated with conducting a comprehensive psychosocial assessment of clients of the identified population; including communication styles, gender, etc.
4. Knowledge of issues associated with formulating and implementing intervention plans with the identified population;
5. Knowledge of issues associated with formulating and implementing a plan for evaluation of practice intervention plan.

In addition, group members will individually turn in to the instructor a one-page reaction paper summarizing their experience with the assignment. This paper is intended as an introspective exercise through which the student is expected to explore any prejudices, stereotypes, or assumptions held regarding the identified population that either you were not aware of, or that may have changed as a result of the assignment.

Assignment #3:

Social History/Integrative Paper

Due Date: XXX

Point Value: 20 points

Students will write a 4-5 page paper based upon their own work or experiences with client systems. The paper will assist you with integrating knowledge, values and skills learned in class with your experiences in the field. It will help you prepare for your role as an interviewer by thinking about your approach to the assessment process. It is important for all social workers to know how to complete client social histories and assessments. Recruit and interview a colleague who will act in the client role. This paper is generally expected to be 5-6 pages in length.

The student will assess the following areas of their client's case:

- 1) Problem/Need: State the purpose identified by the client for seeking services
- 2) Strengths/Limitations: Explore strengths and limitations of the client system
- 3) Social Work Values: Explore 3-4 social work values and discuss how these apply to your client system
- 4) Ethics: Explore existing or possible ethical issues that may arise from this case.
- 5) Tools/Techniques utilized to engage client in the initial intake/assessment/information gathering process, including a description of skills/techniques utilized. Follow Cournoyer's "Description-Assessment-Contract" model in explaining your description and assessment skills and techniques.
- 6) Optional: include a genogram or eco-map.

Written Assignment #4:**Intervention Assessment****Due Date: XXX****Point Value: 20 points**

Now the initial information has been gathered from your client, the purpose of this assignment will focus on the stages of the helping process that include developing goals, formulating contracts, and establishing procedures for measuring the client's progress. Choose a goal you and the client mutually selected and defined; the tasks or steps identified to achieve the goal, and the means of monitoring the client's progress toward goal attainment. The goal could be involving change in cognitive functioning, emotional functioning, or behavioral change. The goal should obviously be something that will reduce or alter a targeted problem identified by the client.

Write a 4-5 page paper to be turned into the instructor including a brief opening description of your client (it can be a short summary paragraph or two of the client utilized in previous paper). Follow Cournoyer's "Description-Assessment-Contract" model in explaining your goal setting, contracting, and measurement of the client's progress toward goal attainment. Identify the targeted problem; the contracted goal you and your client agreed on to alter or reduce the problem; the steps taken toward goal attainment; and any progress your client has made toward reaching the goal, or reducing or altering the problem. Include any

interventions you made in the helping process with your client such as enabling, educating, crisis intervention, advocacy, empathic responding, brokering for resources, cognitive restructuring, etc. Also, include a brief section on the social work roles you used with your client (broker, educator, advocate, etc.) If applicable, include a description of any setbacks or situations you and your client experienced that may have caused you and your client to alter the goal.

Practice Skills Lab (in class exercises/role plays, etc.) Point Value: 10 points**& Class Participation**

Students will engage in an interactive practice skills lab during class session, including role play and other activities. Students will take on the role of the social worker, observer, and client. Students will be given handout prior to practice skills lab to prepare for lab. Students will be graded on participation in the lab, ability to apply social work skills to role plays, and self-awareness.

Department and Course Policies

Attendance: Per University policy, students are expected to attend punctually all scheduled sessions in the courses for which they are registered and are responsible for completing the work from all class sessions.

Class Disruptions: Disruptions during the class (arriving late, leaving early, surfing the Web, texting, e-mailing, etc.) interfere with the focus and continuity of the class. These behaviors are also professionally inappropriate. Please turn off (or set to vibrate only) all sound alerts for cell phones and all other personal electronic equipment during class. The instructor reserves the right to lower a student's course grade if the student demonstrates unprofessional and inappropriate behavior.

Late Assignments: All assignments are due on the date indicated in the syllabus. The psychosocial assessment is due no later than December 6 at the beginning of class. A 20-point penalty is applied if this deadline is not met. The late penalty for the psychosocial assessment will continue to accumulate at 5 points daily, with 12:00 noon being the daily cut-off time. If the deadline for submission of the weekly triad notes is not met, the points for that week are automatically lost. Being absent on a due date will not preclude a penalty. Plan ahead! Since assignments are given well in advance of their due dates,

students should prepare their schedules to accommodate their workload. Students having one (or both) of two extenuating circumstances preventing them from completing an assignment/taking an examination on the assigned date (the student's serious illness and/or a death in the student's family) should notify the instructor immediately via e-mail. The possibility of an extension will be discussed by the student and instructor. No exceptions will be made for assignments that are late due to technological problems (printer, e-mail, computer problems, etc.). If a student is absent on an assignment's due date and has not discussed the situation with the instructor, she or he will incur the same penalties.

The student is responsible for complying with requirements in affiliation agreements affecting the student in clinical setting experiences. If there is a disaster (i.e., fire, bomb threat) or any event at an agency that results in a student being unable to engage in the clinical educational responsibilities, please report the disaster or event to the BSW Field Coordinator.

Note: There may be additional requirements to meet program accreditation requirements. Please refer to departmental guidelines for additional requirements.

Grading Rubrics for Written Assignments:

Evaluation is a complex process. **Grades reflect both effort and achievement, not effort alone.** Tremendous effort in the absence of demonstrated achievement will not result in a superior grade. The guidelines below are presented to help you understand how papers are evaluated.

An "A" written assignment is completely professional in appearance (type-printed with a clear, readable font on white paper; formatted in accordance with APA standards; no typos; correct in grammar, sentence structure, and spelling). The writing is clear, concise, and well organized. Subheadings and references are used as appropriate. The author demonstrates that she or he has thoroughly researched the topic and clearly understands issues pertaining to it. The content goes beyond mere regurgitation of gathered information. The written assignment offers analysis, synthesis, and an in-depth, scholarly, and interesting perspective on the topic. Most "A" assignments typically have undergone several revisions as is the case with excellent writing.

A "B" written assignment is generally well done and professional in appearance (type-printed with a clear, readable font on white paper; formatted in accordance with APE standards; none to minimal typos; and generally correct in grammar, sentence structure, and spelling). The writing is clear, concise, and organized. Subheadings, and the referencing of sources, while generally present, may not be as clearly organized or as comprehensive as in "A" assignments. A "B" submission demonstrates that the writer has thoroughly researched the topic, yet the writer's exploration of issues related to the topic may not be comprehensively conveyed. The content goes beyond mere regurgitation of gathered information. Analysis and synthesis of information in a scholarly fashion is present, but in-depth analysis may be less

comprehensive compared to an "A" assignment. Most "B" assignments typically have undergone several revisions as is the case with excellent writing

A "C" written assignment, while generally professional in appearance, may evidence some problems such as formatting errors, typos, or problems with grammar, sentence structure, or spelling. The writing may exhibit problems with clarity, conciseness, and organization. There may be problems in the appropriate use of subheadings and references. While the topic may be generally covered, there may be a lack of depth and understanding of related issues. Analysis and synthesis of information in a scholarly fashion is limited.

In “U” (unsatisfactory/unacceptable) written assignments, there may be numerous formatting errors, typos, or problems with grammar, sentence structure, and spelling. There may be significant problems with clarity, conciseness, and organization. Faulty organization may hamper effective use of subheadings. There may be significant problems in appropriate use of referencing. The topic may be minimally covered, and analysis, synthesis, and scholarly exploration of related issues may be lacking. Preparation time may have been minimal, including the effective utilization of opportunities for revision and assistance. A grade of “U” may also be warranted when students do not complete the paper at the appointed date and time; when preparation for the paper has clearly been minimal; when the paper is disorganized, unclear, and/or lacking in a basic coverage of the topic, and when writing is significantly below appropriate professional standards (e.g., basic grammar and sentence structure).

Bibliography

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- Starin, A. (2006). Client role choices: Unexplored factors in intervention decisions. *Clinical Social Work Journal*, 34(1), 101-119.
- Woods, M., & Hollis, F. (2000). *Casework: A psychosocial therapy* (5th ed.). Boston: McGraw-Hill.
- Zastrow, C. (2003). *The practice of social work: Applications of generalist and advanced content* (7th ed.). Pacific Grove, CA: Brooks/Cole.

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

Fall XXXX

SOWK 3182: Practice Methods II

Course Number and Title: Practice Methods II – Family Social Work & Practice with Groups

Course Credit, Days/Time, Location: 3 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: TBD

Catalog Description including Pre-requisites and/or Co requisites:

SOWK 3182 Pre-requisites: Upper BSW Division Standing and SOWK 3181
Co-requisite: SOWK 3482

Catalog Description: Students will develop competencies in generalist social work practice methods with an emphasis on working with families and groups

Expanded Course Description

Description

Practice Methods II continues the focus on generalist social work practice initiated in Methods I. The focus in Methods II is on generalist practice with families and groups. Students will explore family and group assessment and intervention from an ecological systems perspective. Students will understand how social workers engage, assess, intervene, and evaluate with families and small groups. Empowerment through enhancing client strengths and developmental capacities will be emphasized. Critical analysis of theory, assessment, and intervention within the context of understanding and assessing people and their environments will be encouraged. Social work values, including respect for diversity and the importance of serving families and groups who are historically oppressed related to race, ethnicity, gender, sexual orientation, age, ability, and socioeconomic class, will be infused throughout the course.

**Course Credit
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 quizzes and exams.

Course Objectives:

Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of completion of SOWK 3182 (Practice Methods II), students should be able to demonstrate the ability to:

1. 2.1.3 Apply critical thinking to inform and communicate professional judgments
 - *Demonstrate effective oral and written communication in working with families and groups*
 - *Analyze models of assessment, prevention, intervention, and evaluation*

1. 2.1.4 Engage diversity and difference in practice
 - *Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power with families and groups*
 - *Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups*
 - *Apply social work ethical principles to guide professional practice with families and groups.*

2. 2.1.9 Respond to contexts that shape practice
 - *Be informed and resourceful about how to respond to emerging community and societal trends that affect families*
 - *Attend to changing locales, populations, and emerging societal trends to provide relevant services to families and groups*

3. 2.1.10 Engage, assess, intervene, and evaluate with families and groups
 - *Engage with families and groups and prepare for action by developing a mutually agreed on focus of work and desired outcomes*
 - *Assess client strengths and limitations*
 - *Select appropriate intervention strategies*
 - *Critically analyze, monitor, and evaluate interventions*

Course Policies:

Professionalism: Attendance Policy

Class attendance and punctuality are evidence of professionalism. You are expected to arrive on time and remain for the entirety of the class. You will be allowed up to two absences with out penalty. Other absences require an explanation of the need justifying the absence. If you know you are going to miss a class, please email or call the instructor in advance. 2 points will be deducted from the final course grade for each unexcused absence. Being consistently tardy for class will also be considered when assigning an overall grade point total. Tardies are equivalent to one-half an absence for points recording purposes.

Professionalism: Class Participation

Attendance requires that the student be prepared for class by completing the readings prior to class and by participating in the class discussions and exercises. Reading class assignments prior to class facilitates a more thorough discussion of major concepts, theories, and research findings.

Syllabus subject to change: the instructor reserves the right to alter this syllabus based on best practices that for changing circumstances.

Teaching Strategies: This course will consist of a combination of lectures, break-out group discussions, class exercises/activities, guest speakers, student presentations, projects, and service to the community.

Required Text: Gambrill, E. (2006). Social work practice: A critical thinker's guide (2nd ed.). New York: Oxford University Press.

Evaluation Methods:

| | |
|-------------------------------------|-----------|
| Genogram/Time Line Assignment | 20 points |
| Mid Term Exam on Family Social Work | 30 points |
| Moodle On Line Reaction Assignments | 10 points |
| Group Activity Outline/Presentation | 15 points |
| Group Observation Paper | 20 points |
| One Minute Drop Box Cards | 5 points |

The grading scale for this course is as follows:

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = 59 or fewer points

Course Outline:

- Jan. 9 Review of Syllabus & Course Assignments
Discussion of opportunities to work with families & groups in your field agencies
Reading Assignment: Chapter1 Family Text–Family Social Work Practice
Discussion of professional roles and boundaries as a family social worker
Class Exercise: Family Awareness Scale (societal trends that impact families)
Homework Assignment: Sharing our own families

- Jan. 16 MLK Holiday - No Class

- Jan. 23 Review homework assignment
Diversity in family structures
Four Levels of Need
Discussion of the family life cycle and developmental stages of family members
Chapters 2 & 9 in Family Text

- Jan. 30 The beginning phase of family social work; engagement with families
Culturally sensitive engagement social work practices
Discussion of practice with diverse families (racial, ethnic, religious, class, etc.)
Discussion of families who are marginalized and oppressed; families who lack power and privilege; at risk families
Chapters 4 & 5 Notes
Video Clip: Family Group Session (discussion of families with substance abuse issues and with family members who are gay)

Moodle Assignment #1: Due by 12:00 pm

- Feb. 6 The assessment phase of family social work
Qualitative tools and visual techniques (family history & genograms)
Reading Assignment: Chapter 7 Notes in Family Text
Class Exercise: Review Handout on Genograms
- Feb. 13 Intervention phase of family social work –evidence based techniques and skills
Reading Assignment: Chapter 11 in Family Text
Class Exercise: Discussion of Family Scenarios – class role plays
- Feb. 20 Theoretical concepts and perspectives of family social work practice
Discussion of evidence based interventions with families
Ecological perspective; strengths based practice, Systems Theory, Solution Focused Theory, Structural Family Theory
Reading Assignment: Chapters 3 & 6 in Family Text
Homework: Read Handout on Cross Cultural Perspective on Parenting

Family Genogram/Family Time Line Assignment Due

- Feb. 27 Review homework assignment
Interventions with parents, children, and couples
Teaching parenting skills, problem solving skills, crisis intervention skills
Reading Assignment: Chapters 12 & 13 in Family Text
Evaluating results of family social work practice; termination & referral
Reading Assignment: Chapter 14 in Family Text
- Guest Speaker:** Tchernavia Ranesfore – LCSW, Smart Start Healthy Families
Guest Speaker: Rosa Espinosa – PLCSW, Women’s Commission
Guest Speaker: Rachel Willert – BSW, Mecklenburg County DSS

March 5-9 **Spring Break – No Classes**

- March 12 Evaluating results of family social work practice; termination & referral
Reading Assignment: Chapter 14 in Family Text
Review for Mid Term Exam

- March 19 **Mid Term Exam – 30 points**
Exam will cover notes on chapters 1-7, 9, 11-14 of family social work text, handouts; class discussions, guest speakers. Exam will consist of multiple choice questions, short answer questions & one essay question. The essay question is

an assessment of a family (strengths, roles, rules, at risk issues, subsystems, communication styles, relationship boundaries, identified problems) Students will need to choose one of the approved movies and watch it prior to the exam in order to complete the assessment question.

- March 26 Introduction to social work with groups
Objectives and advantages of groups
Reading Assignment: Chapters 1 & 3 in Groups Text
Video Clip - Helping Professions (different types of groups)
Sign up for individual group activity presentations
- April 2 Understanding group dynamics and group development
Reading Assignment: Chapter 4 in Groups Text
- Roles of an effective group worker
Reading Assignment: Chapters 6 and 8 in Groups Text
Video Clip – Roles of Group Facilitators
Class Exercise: Role Play Exercises on effective leadership/co-leadership
- April 9 Forming and designing groups; the beginning phase of group work
Understanding impact of diversity, culture, and privilege among group members
Notes on program activities and techniques in groups
Reading Assignment: Chapters 9 and 10 in Group Text
- April 16 The middle phase of group work
Discussion of problem behaviors in groups; ethical issues in groups
Reading Assignment: Chapters 11 and 12 in Groups Text
Class Exercise: Role Play Exercises on managing problem behaviors in groups, including behaviors that do not meet ethical standards
Moodle Assignment #2 Due by 12:00 pm
- April 23 Review/discussion of Moodle Assignment
The ending phase of group work
Reading Assignment: Chapter 13 in Groups Text
Class Exercise: Role Play Exercises on ending groups
- April 30 **Group Activity Outline Due**
Group Activity Presentation
End of semester course evaluations
- May 7 **Group Activity Outline Due**
Group Activity Presentations
- Final Exam Date
Observation of Group Paper Due

UNIVERSITY, COLLEGE AND DEPARTMENT POLICIES

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/up-406>.

Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/up-407>. Students are expected to report cases of academic dishonesty to the course’s instructor.

Course Credit 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 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/up-501>. 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.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). 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/up-409>. 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/calendar>)

Campus Resources:

Counseling Center – 704-687-2105

Career Center - 704-687-2683

Writing Resource Center – 704-687-3506

Multicultural Resource Center – 704-687-3865

Atkins Library – 704-687-2030

Office of Disability Services - 704-687-4355

Office of Multicultural Academic Services – 704-687-4759

Veteran Student Outreach – 704-687-0354

Department Policies:

The Department of Social Work at UNC Charlotte defines generalist social work practice as the professionally responsible application of knowledge, research findings, and skills with a commitment to working with clients and implementing interventions at multiple levels (e.g. individuals, families, groups, organizations, communities, and society).

NASW Code of Ethics

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.

Email Accounts

Students are expected to maintain and regularly check their UNCC email accounts in order to facilitate communication between the professor and students. Your UNCC email account is your official address through which you will receive official University notifications, news, and updates.

Course Assignments & Evaluation Methods:

Your grade for this course will be based on the requirements and point values listed below. See the course outline section of the syllabus for further clarification of due dates for all assignments.

One Minute Entrance Papers/Drop Box Assignment (5 points)

During the semester students will be asked to write a one minute response on the assigned readings, class exercises, guest presentations, and/or handouts. The professor will give students 5X8 note cards at the beginning of the class with a statement or question and students will be given one minute to respond. Students will drop their note cards in a box supplied by the professor. There will be 5 of these one minute note card entrance papers randomly assigned during the semester. Each note card response

is worth 1 point. Students who are absent on “drop box” days will not be given the opportunity to make up the assignment, so it is important that you attend class.

Moodle On Line Response Assignments (10 points – 5 points for Moodle #1 Response and 5 points for Moodle #2 Response)

Students will respond to questions about a short case scenario posted on moodle.

Moodle #1 Response: Family Scenario Response – Due January 30, 2012 by 12:00 pm

Moodle #2 Response: Group Perspective Response – Due April 9, 2012 by 12:00 pm

Scoring Rubric for Moodle Questions

5 points: The answer has clear structure and good organization; specific examples are included; very few if any grammatical and spelling errors are noted; the answer is creative; the student clearly understands the assignment.

4 points: The answer has specific examples and minimal grammatical and spelling errors; the student understands the assignment.

3 points: The answer has a few examples that show the student has a basic understanding of the assignment but the answer lacks creativity and depth.

2 points: The answer overall lacks conciseness and organization that results in problems with structural flow and organizational format; the answer has numerous grammatical and spelling errors; minimal examples included.

1 point: The answer overall lacks specific examples; grammatical and spelling errors make the answer appear disorganized and difficult to follow.

Genogram/Family Time Line Assignment (20 points) Due: February 20, 2012

Complete a genogram and illustrate patterns within your family for 3 generations. Include the following information in your genogram for each family member: age, marriage or common law relationship, separation or divorce, names of children, date of death if no longer living.

Complete a family time line that should capture important family events as your family has moved through the life cycle - grandparents meeting, parents meeting, marriages, births, family accomplishments, family moves, special events such as graduations or weddings or promotions, periods of illness or unemployment or nursing home care, etc. Refer to chapter 7 notes in the Family Social Work text to complete this assignment.

Presentation/Outline of Group Activity: (10 points total – 5 points for the presentation; 5 points for the outline) Due: April 30 or May 7, 2012

Students will plan a group activity for either a support group, task group or psycho-educational group for the population served at your field agency. Students will submit a one page bulleted outline describing the activity, the purpose or desired results of the activity, and the population for which it is intended. This assignment will give you the opportunity to lead the class as a group by introducing and presenting your activity to your classmates. The role of the student group leader is to encourage participation by all members in the group, handle any disagreements or differences of opinion, and keep the group focused on the activity. You may choose an activity that is relevant for the preparation, beginning, middle or end phase of a group. Students will sign up to give presentations on either April 23rd or April 30th. Presentations need to be limited to 10-15 minutes.

Scoring Rubric for Group Presentation Outline

Outline clearly describes the purpose of the activity and the population for which it is intended. (2 points)

Outline is bulleted, orderly, and concise. (2 points)

Outline is neat and free of grammatical and spelling errors. (2 points)

Outline is turned in on time. (2 points)

Reference for the outline is noted correctly.(2 points)

Outline lacks detail about the purpose of the activity; is missing information on the population group. (1 point)

Outline lacks order and structure.(1 point)

Outline has grammatical and/or spelling errors. (1 point)

Outline is turned in late. (1 point)

Reference for the outline is missing. (1 point)

Scoring Rubric for Oral Presentation

5 points: Presenter has appropriate voice tone and volume, appropriate eye contact and a professional style. Information is conveyed in an organized and logical manner. Excellent presenters know their subject thoroughly and are capable of fielding questions asked by the audience. Presenter seldom needs to refer to notes and stays within the time frame limits.

4 points: Presentations are generally well done with appropriate voice tone and volume and eye contact. Presenter has to often refer to notes during the presentation. Presenter goes under or over the time limit for the presentation.

3 points: Presentations provide adequate coverage of the topic/assignment, but it is evident that there could have been more preparation and rehearsal. Presenter does not give appropriate eye contact or confident voice tone; reads notes.

2 points: Presentation demonstrates minimal effort was used in preparing for the presentation. Presenter has difficulty communicating the material clearly and directly. The presentation just barely covers the basics of the assignment.

1 point: Presentation is not delivered on the appointed/assigned due date and time; student is clearly unprepared; is disorganized and unclear.

Final Paper: Observation of Group Session (20 points)

Date Due: May 7, 2012

The purpose of this assignment is for you to observe and analyze a current group session preferably at your field agency. If your agency does not provide treatment/support/psych-educational groups for clients, then you will need to either observe a task group at your agency (agency committee meeting or community coalition/board meeting) or find an agency or organization that provides open groups and that will allow you to observe (AA or NA groups; NOVA groups). You are to write a paper approximately 3-4 pages in length that identifies the following:

- I. Content - include a brief introductory paragraph describing the name of the agency/organization, the date and time period of the group you observed, background/credentials of the facilitator or co-facilitators, and the purpose of the group – for whom is the group designed? Is the group voluntary? Is the group open or closed? Was there any significance to the group session you attended (beginning or ending for example)?
- II. Interpretation/Impressions – your interpretation of the patterns of interactions among

client members or committee members; roles of members. What are your impressions of how effective the leader or co-leaders were? Did you notice any relevant cultural or diversity issues that influenced the group process? Highlight what you think worked well and your impressions of the level of group cohesion

The Above Syllabus is Subject to Change Due to Extenuating Circumstances

Required Reading

Collins, D., Jordan, C. & Coleman, H. (2010). *An introduction to family social work*. (2nd or 3rd edition). Pacific Grove, CA: Brooks/Cole.

National Association of Social Workers. (1999). Code of ethics. Washington, DC: NASW Press.

Reid, K. (1997). *Social work practice with groups: A clinical perspective*. Pacific Grove, CA: Brooks/Cole.

Recommended Reading

Zastrow, C. (2010). *The practice of social work*. (9th edition). Pacific Grove, CA: Brooks/Cole.

Useful Resources

Corey, M. & Corey, G. (2002). *Groups: Process and practice*. Pacific Grove, CA: Brooks/Cole.

Goldenberg, H. & Goldenberg, I. (1998). *Counseling today's families*. Pacific Grove, CA: Brooks/Cole.

Ivey, A., Pedersen, P. & Ivey, M. (2001). *Intentional group counseling: A microskills approach*. Pacific Grove, CA: Brooks/Cole.

Kilpatrick, A. & Holland, T. (1999). *Working with families: An integrative model*. Boston, MA: Allyn & Bacon.

McGoldrick, M.; Carter, B. & Garcio-Petro, N. (2011). *The expanded family life cycle*. Boston, MA: Allyn & Bacon.

Shulman, Lawrence. (2011). *Dynamics and skills of group counseling*. Pacific Grove, CA: Brooks/Cole.

www.supportworks.org

www.familyhomelessness.org

Scoring Rubric for Genogram and Time Line Assignment

| | | | |
|---|--|--|---|
| Content of the genogram is detailed and demonstrates the student clearly knows how to use this assessment tool. | Content of the paper demonstrates some understanding of how to use a genogram as an assessment tools, but some information is missing. | Preparation time may have been minimal resulting in a lack of depth and specific information on the genogram (3 generations) | The genogram was not turned in on time. |
| Content of the paper | Content of the paper | Preparation time may have | The time line was not |

| | | | |
|---|---|---|--|
| demonstrates that the student clearly understands how to use a time line as an assessment tool; time line has numerous details. | demonstrates some understanding of how to use a time line as an assessment tool; information is not comprehensively conveyed. | been minimal resulting in a lack of depth and understanding of how to use a time line as an assessment tool; very few details included. | turned in on time. |
| A descriptive, accurate log is included for the genogram. | A descriptive log is included on the genogram, but there are inaccuracies. | No descriptive log is included on the genogram. | No descriptive log is included and the time line lacks either the positive or the negative side. |
| The answer overall has a discernible structure and good organization; is creative and very neat in appearance. | The answer has problems with organizational format; is neat but not very creative in appearance. | The answer overall is disorganized and difficult to follow, but somewhat neatly prepared. | The answer is not only disorganized but is also messy in appearance. |
| The written answer is proofread with correct (none to minimal problems) grammar and spelling. | The written answer shows minimal problems with grammar and spelling which indicates the need for more proofreading. | The written answer has several grammatical, punctuation and/or spelling errors in both assignments that suggest lack of proofreading. | The written answer has numerous grammatical, punctuation, and spelling errors that suggest lack of proofreading. |
| 4 | 3 | 2 | 1 |

Scoring Rubric for Group Observation Paper

| | | | |
|---|--|---|---|
| Description of agency and group observed is detailed; details of time and date are accurate. Summary is concise. | Paper is lacking some information about the agency; group observed; date and time. | Preparation time may have been minimal resulting in a lack of information about the group itself. | Paper is lacking information on the facilitator, agency, group observed, date and time. |
| Content of the paper demonstrates that the student clearly understands group dynamics. | Content of the paper demonstrates some understanding of group dynamics but information is not comprehensive. | Preparation time may have been minimal resulting in a lack of depth and understanding of group dynamics; very few details. | Paper is lacking in details about the group session. |
| Paper provides details about student's impressions, assumptions, and view of how successful the group was and why. Specific examples are included to back up student's point of view. | Paper provides some details including student's impressions but may lack depth about cultural issues or facilitator's role. Examples are not shared that could strengthen student's point of view. | Preparation time may have been minimal resulting in limited information about student's impressions; missing information about cultural issues and/or facilitator's role. | Paper is lacking in details about the student's impressions; missing information about the question of the group's success. |
| The answer overall has a discernible structure and good organization; is | The answer has problems with organizational format; is neat but not very creative | The answer overall is disorganized and difficult to follow, but somewhat | The answer is not only disorganized but is also messy in appearance. |

| | | | |
|---|---|---|--|
| creative and very neat in appearance. Title page is included. | in appearance. Title page is missing. | neatly prepared. Title page is missing. | Title page is missing |
| The written answer is proofread with correct (none to minimal problems) grammar and spelling. | The written answer shows minimal problems with grammar and spelling which indicates the need for more proofreading. | The written answer has several grammatical, punctuation and/or spelling errors in both assignments that suggest lack of proofreading. | The written answer has numerous grammatical, punctuation, and spelling errors that suggest lack of proofreading. |
| 4 | 3 | 2 | 1 |

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Spring XXXX

Course Number and Title: SOWK 3184: Practice Methods III

Course Credit, Days/Time, Location: 3 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: TBD

Catalog Description including Pre-requisites and/or Co requisites:

SOWK 3184 Prerequisites: Upper Division standing and SOWK 3182.
Co-requisites: SOWK 3484

Catalog Description Generalist social work practice methods with an emphasis on working with communities and large systems in relationship to social work competencies and practice behaviors as defined by accreditation standards.

Course Description Social Work Practice Methods III emphasizes generalist social work practice methods with an emphasis on working with organizations, communities, and large systems. Community and organizational work usually have an overall goal of strengthening the status of disenfranchised and diverse groups of people. Based on the awareness that many social problems are rooted in the powerlessness of particular groups of people, one of the primary goals of community and organizational work is to empower people based on a strengths perspective.

Course Credit 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 quizzes and exams.

Course Objectives: **Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of completion of SOWK 3184 (Practice Methods III), students should be able to demonstrate the ability to:**

1. (2.1.1) Identify as a professional social worker and conduct oneself accordingly by
 - Using supervision and consultation.

2. (2.1.2) Apply social work ethical principles to guide professional practice by
 - Applying strategies of ethical reasoning to arrive at principled decisions.
3. (2.1.3) Apply critical thinking to inform and communicate professional judgments by
 - Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
4. (2.1.5) Advance human rights and social and economic justice by
 - Advocating for human rights and social and economic justice; and
 - Engaging in practices that advance social and economic justice.
5. (2.1.6) Engage in research-informed practice and practice-informed research by
 - Using research evidence to inform practice.
6. (2.1.7) Apply knowledge of human behavior and the social environment by
 - Utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
7. (2.1.8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services by
 - Analyzing, formulating, and advocating for policies that advance social well-being.
8. (2.1.9) Respond to contexts that shape practice by
 - Continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
9. (2.1.10) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities through
 - Substantively and affectively preparing for action with individuals, families, groups, organizations, and communities ;and
 - Using empathy and other interpersonal skills; and
 - Developing a mutually agreed-on focus of work and desired outcomes; and
 - Collecting, organizing, and interpreting data; and
 - Assessing client strengths and limitations; and
 - Developing mutually agreed-on intervention goals and objectives; and
 - Selecting appropriate intervention strategies; and
 - Initiating actions to achieve organizational goals, and
 - Implementing prevention interventions that enhance client capacities; and
 - Helping clients resolve problems; and
 - Negotiating, mediating, and advocating for clients; and
 - Facilitating transitions and endings; and
 - Critically analyzing, monitoring, and evaluating interventions.

Course Policies: Expectations of Students

1. **NASW Code of Ethics**: 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.
2. **Attendance and Punctuality** - Class attendance is expected to be **consistent and punctual**. Students who arrive late, leave early, or have unexcused absences will not earn full credit for the week's participation grade. An excused absence requires a university-approved document such as a physician's statement or jury summons. Students must sign the class roster each class period in order to be counted present.
4. **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.
3. **Computers** - Due to the high degree of class participation and in order to help foster an atmosphere whereby maximum learning can take place, computers should only be used for note-taking related to the course or to look up information that will be shared out loud with the class. Students should refrain from using their computers for non-course related activities (i.e. - to complete assignments for other courses, to use facebook, to send emails or to surf the internet). Students who choose to engage in non-course computer related activities over choosing to participate in class activities will not earn full points for participation.
4. **Missing Assignments & Absences on Presentation Due Dates** – Late quizzes, assignments, and exams will not be accepted and will result in a zero. Being absent for a scheduled presentation will result in being assigned a zero. The instructor may make an exception on an individual basis for a documented emergency, such as a serious illness that results in a hospitalization or a death in the family.
5. **Email Accounts** - Students are expected to maintain and regularly check their UNCC email accounts in order to facilitate communication between the professor and students.
6. **Reading & Class Discussion** - Students are expected to have read and thought about the assigned readings. Participation in class discussions is expected. Examples of enthusiastic 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.
 - Making contributions that demonstrate connections you discover between material in the course and other experiences you have had.
 - Contributing consistently and meaningfully to the class activities, exercises and discussion.

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

Teaching Strategies: This course will consist of a combination of lectures, break-out group discussions, class exercises/activities, guest speakers, student presentations, projects, and service to the community.

Required Reading & Text: Kirst-Ashman, D.K. & Hull, G.H. (2012). *Generalist practice with organizations and communities*. Belmont, CA: Brooks/Cole Cengage Learning

Evaluation Methods:

| | |
|--------------------------------------|------------|
| Defining Macro Practice Handout | 20 points |
| Class Group Debates | 20 points |
| Organizational Change Analysis Paper | 20 points |
| Group Community Analysis Paper | 20 points |
| Class Attendance & Participation | 20 points |
| Total | 100 Points |

The grading scale for this course is as follows:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=below 60

General qualitative distinctions for grading purposes:

- A – Exceptional:** demonstration of advanced critical thinking skills within the context of social work practice and demonstrated ability to apply knowledge and skills to generalist social work practice.
- B – Satisfactory:** demonstration of critical thinking skills within the context of social work practice and demonstrated ability to apply knowledge and skills to generalist social work practice.
- C- Marginal:** minimal demonstration of critical thinking skills within the context of social work practice and demonstrated ability to apply knowledge and skills to generalist social work practice.
- D - Inadequate:** deficient demonstration of critical thinking skills within the context of social work practice and demonstrated ability to apply knowledge and skills to generalist social work practice.
- F – Failure:** inadequate demonstration of critical thinking skills within the context of social work practice and demonstrated ability to apply knowledge and

skills to generalist social work practice.

COURSE SCHEDULE (tentative and subject to change)

1/10 Overview of Syllabus & Assignments
Introduction of student field placement internships
Introduction and discussion of generalist social work practice
Discussion of generalist perspective and theoretical approaches & perspectives
(e.g. Strengths, systems, ecological, problem-centered, and empowerment)
Distribute “Defining Macro Practice Handout” **due January 24th**
Form groups (**4-5 students each**) for class debates;
Debate #1 – I plan to practice social work with children and families and do not imagine professional involvement in macro-level change in any appreciable manner. Team 1 supports this outlook and team 2 take a stance in opposition to this premise. **January 24th**

Readings: Kirst-Ashman & Hull - Chapter 1
Long, Tice, & Morrison – Chapters 1-2

1/17 What is macro-level practice?
Macro social work practice and the professional self.
Macro practice roles – beyond case management and the role of consumers.
Social-economic justice and macro practice.
Understanding the importance of working effectively within an organizational structure under supervision.
Networking, conflict management, empowerment, and conducting meetings.
Final portion of class time is dedicated to debate planning

Readings: Kirst-Ashman & Hull - Chapter 2-3
Long, Tice, & Morrison – Chapters 3-4
Long and Heydt article (on reserve)

1/24 Turn in “Defining Macro Practice Handout”
Understanding theories and methods of organizations
Analyzing organizations and human service organizations
Debate #1 – I plan to practice social work with children and families and do not imagine professional involvement in macro-level change in any appreciable manner. Team 1 supports this outlook and team 2 take a stance in opposition to this premise.

Readings: Kirst-Ashman & Hull - Chapter 4-5
Long, Tice, & Morrison – Chapters 5 & 8

1/31 Analyzing organizations (continued)
Organizational culture

Organizational developers
Organizational change models – PREPARE
Review expectations for Organizational Analysis Paper
End of class is dedicated to student planning for debates.

- 2/7 **Debate #2** – My agency does not provide available physical space to allow consumers of services to congregate, meet, and organize. As social workers we should advocate for an appropriate area for consumers to share time with each other. Team 1 supports this outlook and team 2 take a stance in opposition to this premise.

Understanding communities and community problems
Key concepts
Vulnerable population groups

Readings: Kirst-Ashman & Hull - Chapter 7-9
Long, Tice, & Morrison – Chapters 6 & 7

2/14

Environmental justice [videorecording] : the power of partnerships : the collaborative problem-solving model at work in Spartanburg, South Carolina / United States Environmental Protection Agency, Office of Environmental Justice. EP 1.104: P25

Community assessment
Community change (IMAGINE)
Community practice theory and development (e.g. Rothman)
Organize groups for Group Community Analysis Paper

- 2/21 Guest speaker examining transportation analysis and Charlotte
Group time for Community Analysis Paper
Organize final debate;

- 2/28 Organizational Analysis Paper due
Understanding society and social change
Social advocacy and change
Debate #3– In order to produce community change, you must live in the community and experience the plight of consumers of services. “Bowling Alone” is not allowed. One team supports this premise and the other opposes the idea.
Group time for Community Analysis Paper

Readings: Kirst-Ashman & Hull - Chapter 11
Long, Tice, & Morrison – Chapters 10

- 3/6 SPRING BREAK: NO CLASSES

- 3/13 Policy practice
Populations-at-risk

Social planning

Political action

Group time for Community Analysis Paper

Debate #4—Our public child welfare agency would benefit greatly from a state grant providing monies for training examining new interventions. Your agency prohibits employees from lobbying public officials and involvement in political campaigns as an employee. You have been asked to speak as an employee at a community workshop where state legislators will be in attendance. You have decided to educate and present information concerning the potential benefits of the passage of state grant for workers and consumers of services.

One team supports this premise and the other opposes the idea.

Readings: Long, Tice, & Morrison – Chapters 9

- 3/20 International social work practice
Guest speaker(s)
Group time for Community Analysis Paper

Readings: Quingwen article

- 3/27 Evaluating macro practice
Group time for Community Analysis Paper

Readings: Kirst-Ashman & Hull - Chapter 10
Long, Tice, & Morrison – Chapters 11

- 4/3 Understanding ethical dilemmas in macro practice
NASW Code of Ethics
Case example(s)
Group time for Community Analysis Paper

Readings: Kirst-Ashman & Hull - Chapter 12
Long, Tice, & Morrison – Chapter 12

- 4/10 Catch up time
CCANN Project, grant writing, and grant making
Group time for Community Analysis Paper

- 4/17 Discussion of the generalist approach to cultural competence with emphasis on understanding how to establish relationships with diverse clients, and how to empower clients by identifying strengths and informal networks within groups.

Discussion of how to assess your personal micro & macro skills; and your own cultural competence – assessment, organizing, decision making, critical thinking, team work, etc.

Understanding social work protocol in larger community systems – specifically the courts

Group time for Community Analysis Paper

4/24, 5/1, & Final Examination Time (regular class time on Tuesday, 5/8)
Class Presentations of Community Analysis Assignment and Paper Due
Class Participation Rubric Due

UNIVERSITY, COLLEGE AND DEPARTMENT POLICIES

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/up-406>.

Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student’s work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/up-407>. Students are expected to report cases of academic dishonesty to the course’s instructor.

Course Credit 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 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/up-501>. 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.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). 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/up-409>). 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/calendar>)

Campus Resources:

Counseling Center – 704-687-2105

Career Center - 704-687-2683

Writing Resource Center – 704-687-3506

Multicultural Resource Center – 704-687-3865

Atkins Library – 704-687-2030

Office of Disability Services - 704-687-4355

Office of Multicultural Academic Services – 704-687-4759

Veteran Student Outreach – 704-687-0354

Email Accounts

Students are expected to maintain and regularly check their UNCC email accounts in order to facilitate communication between the professor and students. Your UNCC email account is your official address through which you will receive official University notifications, news, and updates. Emails sent to the instructor should be professionally written and edited.

Professionalism Expectations:

Attendance Policy

Class attendance and punctuality are evidence of professionalism. You are expected to arrive on time and remain for the entirety of the class. You will be allowed up to two absences with out penalty. If you know you are going to miss a class, please email or call the instructor in advance. **Should you exceed two (2) unexcused absences, your final accumulation of points will be reduced by three (3) points for each additional absence.** It is expected that all students will be in attendance when guest speakers are present and when students are giving class presentations

Class Participation

Attendance requires that the student be prepared for class by completing the readings prior to class and by participating in the class discussions and exercises. Reading class assignments prior to class facilitates a more thorough discussion of major concepts, theories, and research findings.

In preparation for professional social work practice, all students must adhere to the following classroom performance expectations set by the instructor.

Participation in class discussions. Students are expected to come to class prepared to discuss assigned readings and participate in class discussions and in class.

Respectful attitude toward faculty and other students. All views are heard and questions and comments are to be respectfully communicated and responded to by students. Diversity of perspectives and ideas are to be welcomed.

Cell phones, hand held electronic devices, beepers, etc. are a distraction in class and should be turned off before entering the classroom.

General criteria for grading written assignments:

Students should have ample time to prepare their schedules to accommodate exam and written assignments since they are assigned in advance. Written assignments are due the first five minutes of class. A student should notify the instructor before the due date to discuss an extension if there are extenuating circumstances (personal illness or death in family). **Five points will be deducted for written assignments that are turned in late.**

Written assignments must be typed and have a cover page with your name, course number, and date. Any references should be cited in APA style.

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; therefore, excellence in both content and writing mechanics is expected for written assignments. Points will be reduced on written assignments for errors. Students should notify the instructor if they are concerned about their writing skills prior to turning in assignments.

For assistance with writing skills, you may contact the University Writing Center at 214 Fretwell, 704-687-4357 or at www.uncc.edu/writing.

Tips for in-class presentations: complete coverage of all content requested, clarity in presentation of material, organization of the presentation, effectiveness of speech, accurate grammar, creativity in sustaining attention of the class, responsiveness to questions and view of the class, and ability to involve the class in discussion. Handouts, visual aids, and role-play though not required, if utilized, need to be informative and will be considered as meeting the criteria for “exceptional A-level work”.

Assignments and Grading Rubrics:

- I. Handout Assignment (20 points) Due January 24th SOWK 3184

Ask your field instructor, task supervisor, or another social worker at your field site for her or his definition of “macro social work practice”. Encourage this person to provide you with examples of activities that they perform involving macro social work practice. Finally ask what portion (%) of their typical work week is devoted to macro practice activities. Use the space below to document her or his responses to these queries.

Definition:

Examples of activities (% of time):

-
-
-
-
-

Portion of week devoted to macro activities _____ %.

Answer the following (use additional paper):

1. Based on your readings, provide your definition of what constitutes macro social work practice.
2. Provide insight concerning your involvement in macro practice at your field site and your plans for incorporating macro practice in your future employment.

Grading Rubric for Handout Assignment:

| Criteria | | Rating - five possible points: 5=Above Average, 4=Average, 3=Below Average, 2=Deficient, 1=Poor) | Comments: | |
|--|--|---|-----------|--|
| Contributions via insight | | | | |
| Use of Critical Thinking on the Basis of Course Content and Theories | | | | |
| Use of Personal Reflection in Relationship to Social Work as a | | | | |

| | | | | |
|--|--|-----------------------------------|--|--|
| Profession | | | | |
| Connections made between materials in the course and field education & future employment | | | | |
| | | Total out of a Possible 20 Points | | |

II. Organizational Change Analysis Paper (20 points) Due March 6th

This assignment is an analysis of a particular problem or challenge at your field internship – agency/organization. The goal is to facilitate an understanding of the quality of direct service, the effectiveness of an organization, and understanding of the organization’s mission and vision, and measurement of organizational goals.

- a. Identify one specific problem or challenge the agency/organization faces. Describe the extent of the problem, how long it has existed, contributing factors, who is impacted by the problem, and how people are affected. The problem may have been identified by staff, administrators, clients, volunteers, community leaders or the agency board of directors. Make sure to include how and by whom the problem was identified.
- b. In addition to describing the problem at your agency, you are to identify one intervention that the agency could use to help or minimize the problem. Use the IMAGINE, PREPARE, or any other relevant model to identify how the problem could be addressed (e.g., policy, program, project, practice, personnel, etc.). Given this insight, how would you suggest addressing the identified problem?
- c. Write a 5-6 page paper using sections a and b (above) as well as the integration of any applicable course content, theory, and research. Make sure to ground your insight using appropriate readings and course materials.

Organizational Change Paper: Grading Rubric

| Criteria | | Professor’s Rating for Criteria: Rating: 5=Above Average, 4=Average, 3=Below Average, 2=Deficient, 1=Poor) | Any Comments from the Professor |
|---|--|--|---------------------------------|
| Use of readings, theory, and class discussion for insight | | | |

| | | | |
|--|--|---|--|
| Written expression (e.g., sentence and paragraph structure, professional vs. informality & use of slang) | | | |
| Analysis of Problem | | | |
| Use of intervention model | | | |
| | | Total out of a Possible 20 Points (first assignment) or 20 Points (second assignment) | |

III. Community Analysis Paper (20points) Due at Final Examination Time

Select a community of interest to your group – a specific geographical community of interest or a local neighborhood. Each group will present their analysis and complete a 8-10 page paper in a narrative form that includes the following information about the community:

- Demographic data (e.g., race, ethnicity, gender, vulnerable populations)
- Socioeconomic conditions and average economic status
- Employment opportunities; banking and shopping
- Health of the community and medical services
- Availability of housing; private homes, apartments, cost of housing, etc.
- Schools and colleges
- Child and elder care services
- Opportunities for social support – churches, neighborhood centers, etc.
- Available social services
- Community strengths and resilience
- Fragile or vulnerable elements in the community

Highlight a specific problem or issue of current concern in the community. As social workers, examine macro-oriented practice roles and activities for your involvement. Make sure to derive insight concerning your practice through integration of course content.

Community Analysis Paper: Grading Rubric

| Criteria | | Professor's Rating for Criteria: Rating: 5=Above Average, | Any Comments from the Professor |
|----------|--|---|---------------------------------|
| | | | |

| | | | |
|---|--|--|--|
| | | 4=Average, 3=Below Average, 2=Deficient, 1=Poor) | |
| Use of readings and class discussion for insight | | | |
| Description of macro-oriented roles and activities | | | |
| Analysis of community | | | |
| Description of problem | | | |
| | | Total out of a Possible 20 Points (first assignment) or 20 Points (second assignment) | |

Class Participation Rubric

| Criteria | Self Reflection: Examples and Comments | Rating - five possible points: 5=Above Average, 4=Average, 3=Below Average, 2=Deficient, 1=Poor) | Thoughts Concerning Improvement | Professor's Rating for Criteria |
|--|--|--|---------------------------------------|---------------------------------------|
| Contributions via insight | | | | |
| Use of Critical Thinking on the Basis of Course Content and Readings | | | | |
| Attendance and being punctual | | | | |
| Connections made between | | | | |

| | | | | |
|---|--|-----------------------------------|--|-----------------------------------|
| materials in the course and applicable life experiences and professional expectations | | | | |
| Total Points for Columns 2 and 4 | | Total out of a Possible 20 Points | | Total out of a Possible 20 Points |

Scoring Rubric from Observing Students for Presentations – Debate

This information will be used as one source of data for the Professor’s consideration when determining group project grades.

Group topic: 1 2 3 (circle one)

Team: Affirmative or Rebuttal (circle one)

| Criteria | | Rating for Criteria: Rating: 5=Above Average, 4=Average, 3=Below Average, 2=Deficient, 1=Poor) | Any Comments |
|---|--|--|--------------|
| States major arguments in a clear and professional manner | | | |
| Made logical and understandable arguments | | | |
| Exemplified critical thinking on the basis of course content, discussion, theory, and/or research | | | |
| Contributed appreciable insight to topic | | | |
| | | Total out of a Possible 20 Points | |

SUPPLEMENTAL READINGS NOTED

Long, D., Tice, C., & Morrison, J. (2006). *Macro social work practice: A strengths perspective*. Belmont, CA: Brooks/Cole Cengage Learning. (on reserve)

Long, D. & Heydt, M. (2000). Qualitative analysis of a BSW field placement with a hospital owned physician practice in a skilled nursing facility. *Health and Social Work*, 25, 210-218. (on reserve)

Quingwen, X. (2006). Defining international social work: A social service agency perspective. *International Social Work*, 48, 679-692.

USEFUL RESOURCES

Brueggemann, W.G. (2002). *The practice of macro social work*. Belmont, CA: Brooks/Cole Cengage Learning

Fauri, D.P., Wernet, S.P., & Netting, F.E. (2004). *Cases in macro social work practice*. Boston: Pearson.

Hoefler, R. (2006). *Advocacy practice for social justice*. Chicago, Illinois: Lyceum Books.

Netting, F.E., Kettner, P.M., & McMurtry, S.L. (2008). *Social work macro practice*. Boston, Pearson.

Ohmer, M. & Korr, W. (2006). The effectiveness of community practice interventions: A review of the literature. *Research on Social Work Practice*, 16(2), 132-145.

Prokosch, M. & Raymond, L. (2002). *The global activist's manual: Local ways to change the world*. New York: Nation Books.

Ross, L., & Coleman, M. (2000). Urban community action planning inspires teenagers to transform their community and their identity. *Journal of Community Practice*, 7, 29-45.

Rothman, J.; Erlich, J., & Tropman, J. (2008). *Strategies of community intervention*. Peosta, Iowa: Eddie Bowers Publishing.

Tice, C. & Long, D. (2009). *International social work: Policy and practice*. Hoboken, NJ: John Wiley and Sons.

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Spring 2014

Course Number and Title: SOWK 3201 Foundations of Social Welfare

Course Credit, Days/Time, Location: 3 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: TBD

Catalog Description including Pre-Requisites and/or Co-Requisites: upper division standing

Course Description: Students will learn about the history of and current trends in social welfare, as well as values and conflicts that influence social welfare programming.

Extended Course Description:

As representatives of the profession and its mission, social workers know the profession's history, values, and ethical standards. This course introduces the role of history, ideology, values, and political power in social policy development. The course also emphasizes the ways that social work incorporates social justice practices in organizations, institutions, and society to ensure that basic human rights are distributed as equitably a possible. Students are encouraged to develop a critical perspective on social welfare policies and programs. An understanding of the impact of age, race, gender, sexual orientation, and social class upon social policy and service delivery is stressed.

The ability to effectively communicate through writing is an important skill for social workers. As a designated Writing Intensive course in the social work major, students will have frequent opportunities to practice written communication. If you struggle with written communication, you will get support from the instructor; however, you are encouraged to utilize resources outside of this course in addition to your in-class instruction. This 3-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, participatory learning, written assignments, and studying for quizzes and exams.

**Course Credit
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 quizzes and exams.

Course Objectives: Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of completion of SOWK 3201 (Social Welfare), students should be able to demonstrate the ability to:

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly by:
 - Advocating for client access to social work services.
 - Practicing personal reflection and self-correction to assure continual professional development.
 - Attending to professional roles and boundaries.

- 2.1.2 Apply social work ethical principles to guide professional practice by:
 - Recognizing and managing personal values in a way that allows professional values to guide policy practice.
 - Applying ethical reasoning strategies to arrive at principled policy positions.

- 2.1.3 Apply critical thinking to inform and communicate professional judgments by:
 - Describing and defending value positions in writing.
 - Conforming with conventions of written communication.

- 2.1.4 Engage diversity and difference in practice by:
 - Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
 - Gaining sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
 - Communicating the importance of difference in shaping life experiences.
 - Viewing oneself as a learner and engaging those with whom they work as informants.
 - Conforming with guidelines for use of culturally sensitive written communication (APA, 6th ed.).

- 2.1.5 Advance human rights and social and economic justice by:
 - Understanding the forms and mechanisms of oppression and discrimination.
 - Advocating for human rights and social and economic justice.
 - Engaging in practices that advance social and economic justice.
 - Expressing advocacy positions via writing that advance social and economic justice.
 - Understanding the forms and mechanisms of oppression and discrimination.

- 2.1.8 Engage in policy practice to advance social and economic well-being by:
 - Analyzing, formulating, and advocating for policies that advance social well-

being.

- Collaborating with colleagues and clients for effective policy action.

2.1.9 Respond to contexts that shape practice by:

- Discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant services.
- Promoting sustainable changes in policies that improve the quality of social services.

COURSE POLICIES

Course Policies: Expectations of Students

1. **NASW Code of Ethics:** 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.
2. **Attendance and Punctuality** - Students who arrive late, leave early, or have excessive unexcused absences will lose 3 points off the final course grade per unexcused absence. Students are allowed 2 unexcused absences for a 2 day a week course, one unexcused absence for a one day a week course. After that, any excused absence requires a university-approved document such as a physician's statement or jury summons. Contact the instructor for consideration of other reasons for being absent from class. Students must sign the class roster each class period in order to be counted present.
3. **Cell Phones and Computers** - Due to the high degree of class participation and in order to help foster an atmosphere whereby maximum learning can take place, computers should turn off all electronic devices in the class. With advance permission from the instructor, students may place their cell phones on vibrate mode to receive an emergency call during class.
4. **Missing Assignments & Absences on Presentation Due Dates** – Late quizzes, assignments, and exams will not be accepted and will result in a zero. Being absent for a scheduled presentation will result in being assigned a zero. The instructor may make an exception on an individual basis for a documented emergency, such as a serious illness that results in a hospitalization or a death in the family.
5. **Email Accounts** - Students are expected to maintain and regularly check their UNCC email accounts and the class Moodle webpage in order to facilitate communication between the professor and students.
6. **Reading & Class Discussion** - Students are expected to have read and thought about the assigned readings. Participation in class discussions is expected. Examples of enthusiastic 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.
- Making contributions that demonstrate connections you discover between material in the course and other experiences you have had.
- Contributing consistently and meaningfully to the class activities, exercises and discussion.

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

Teaching Strategies: This course will consist of a combination of lectures, break-out group discussions, class exercises/activities, guest speakers, student presentations, projects, and service to the community. This is the Writing Intensive course for the social work major at UNC Charlotte. The course will meet face to face almost exclusively at the beginning but will be conducted more on line as the course progresses. This format will give students more opportunities to develop their writing skills. Please read the class policies carefully.

Class Attendance

Face to Face Classes

Attendance and punctuality are evidence of professionalism. Students are expected to have all work submitted by the deadline for each assignment. When classes meet face-to-face, students are expected to arrive on time, remain for the entirety of each class, and participate in class. *The student's final point total will be reduced by two points for each absence.* If students have an emergency that makes attending class impossible, please let the Instructor know ahead of time. Exceptions will rarely be made and will be at the Instructor's discretion.

Students who are tardy for class or who leave before class has ended will be considered absent for roll-keeping purposes, except under unusual circumstances, which should be discussed with the instructor in advance. If you arrive late and would like your absence changed to a tardy, you must see the professor at the end of that day's class to make the correction; otherwise, the recording of an absence will remain permanent. If you have to adjust your schedule to ensure that you are present and on time, please do so early in the semester.

Online Classes

WHEN CLASS DOES NOT MEET FACE TO FACE, YOU WILL HAVE ONLINE ASSIGNMENTS TO COMPLETE. These will be related to the readings for the week. Online class assignments are delivered asynchronously, meaning that you do not have to "meet" the instructor or others in the course at a specific time. However, it is imperative that you are on time with assignments. Give yourself plenty of time to complete them before they are due. This will require good time management on your part. **Late online assignments will not be accepted AND late online assignments will be treated as an absence from class for roll keeping purposes. This means two points off your final grade for every late online assignment.**

Missed Materials

Students who miss face-to-face class are responsible for obtaining missed notes and handouts from a classmate. Students must regularly check Moodle for assignment updates.

Cell phones, beepers, etc.

During face-to-face classes, students are asked to turn off cell phones, pagers, or any other electronic device before entering the classroom. Ringing phones are an unwanted distraction and convey disregard for the instructor and fellow class members. If you have an emergency, please adjust your communication device so that it vibrates and does not make noise. Also let the instructor know if you must take an important call during face-to-face class. Please do not bring children to class. Please do not bring pets to class.

POLICY REGARDING ASSIGNMENTS, LATE PROJECTS, ETC.

Since exams and most project assignment dates are given in advance, students should have ample time to prepare their schedules to accommodate their workload. Students who have extenuating circumstances preventing them from completing class assignments on time due to unusual or difficult circumstances (e.g., serious illness or death in the family) are expected to notify the instructor as soon as possible, preferably before the beginning of class, to discuss an extension. Again, late work **WILL NOT** be accepted and will result in a grade of "0" points being given to that assignment. Exceptions are rare.

Extra Credit

Extra credit assignments will not be offered.

General BSW Course Performance Expectations

In preparation for professional social work practice, all students must adhere to the course performance expectations:

- A. Participation in course discussions
- B. Respectful attitude towards faculty and other students
- C. Ability to handle differences with others
- D. Readiness to work
- E. Willingness to learn
- F. Punctuality
- G. Completion of assignments on time

Students are regularly evaluated by faculty in preparation for professional practice. Evaluations are used at times for student recognition, probation, or termination from the program. For further detail on the Social Work Department Professional Standards, please see the BSW Student Handbook.

Syllabus Subject to Change

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

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 aim to inform future social workers' communication and critical thinking skills. This is a *hybrid online course*, meaning that some meetings

will be held in campus classroom and others will be held online asynchronously. *Asynchronous* means that the online portion of the course will not convene at a particular time. Rather, you will have assignments that will be due by the end of the regularly scheduled course time; you may complete the work any time before it is due. Online class work will be downloaded onto Moodle at least 5 calendar days before it is due.

Expectations of Instructor

The Instructor must be prepared for instructional exercises and you are expected to do the same. Graded assignments will be returned generally within a one-week period unless students are notified in advance by the instructor. As your course instructor, it is my job to facilitate your learning. Make me work! 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 (bherman@uncc.edu). I have a mobile device 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 hours:** I am also available during office hours listed at the top of the syllabus. These hours are Wednesdays from 2 pm until 4 pm and Thursdays from 3 pm until 4 pm. I am happy to make appointments outside standard office hours, 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. I am also available via an appointment on **Skype**. Let me know if you want my Skype contact information.
3. **Office phone:** I have an office phone. The number is 704-687-7180. I will be honest and let you know that I rarely answer this phone because I am out of the office frequently. Despite promises to myself to do better, I rarely check this number for messages if I am off campus. Please feel free to leave a message any time but expect a longer wait time, up to 72 hours, for my response. 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.

Other Communication: I will 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 on more frequently.

REQUIRED TEXTS & READINGS

Popple, P. R., & Leighninger, L. (2011). *Social work, social welfare, and American society* (8th ed.). Boston, MA: Allyn & Bacon.

Note: The 6th or 7th editions of the Popple & Leighninger text are acceptable.

Course Evaluation

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 abreast of 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 student learning. You will NOT be penalized for respectful feedback or expression of concerns about the class. However, if you are not confident about this, you can always slip a note under my door or leave a note in a sealed envelope at the Social Work Department front desk with my name on it.

Student Evaluation Methods

| | |
|-----------------------|--------------------------------|
| Professionalism | 5 points |
| Perspectives Paper | 10 points |
| APA Exercises | 15 points (3 @ 5 points each) |
| Midterm Exam | 10 points |
| Article Summary | 20 points (10 @ 2 points each) |
| Policy Brief | 24 points |
| Public Policy Meeting | 6 points |
| Final Exam | 10 points |

Total=100 points

The grading scale for this course is as follows:

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=below 60

COURSE OUTLINE (with Readings & Assignments)

Important Note: All readings and written work are to be completed *prior* to the date listed. This is a **hybrid online course**, meaning that some meetings will be held in campus classroom and others will be held online asynchronously. *Asynchronous* means that the online portion of the course will not convene at a particular time. Rather, you will have assignments that will be due by the end of the regularly scheduled course time; you may complete the work any time before it is due. Online class work will be downloaded onto Moodle at least 5 calendar days before it is due. In the course outline below:

Dates with a clear background indicate a *face-to-face* class session is required.

Dates with a black background indicate an *online* learning assignment for that week.

When class is online, you will be expected to log into Moodle to complete a learning exercise that is due BEFORE the end of the regular class time. For example, if an online assignment is due on September 1, you would need to complete the assignment before 2 pm on September 1. Online assignments will be found in the Class Assignments folder on Moodle at least 5 days before they are due.

| Date | Topic | Readings due | Assignments due |
|------|---|---------------------------------|-------------------------------------|
| 8-25 | Introduction to Course & Syllabus | None | None |
| 9-1 | Competing Perspectives on Social Welfare | Chapter 1, Popple | None |
| 9-8 | Social Welfare: Basic Concepts Brief Introduction to APA Style; Peer | Chapter 2, Popple; Article 1 | Summary & Reaction for Article 1 |

| Date | Topic | Readings due | Assignments due |
|-------|--|--------------------------------------|--|
| | Reviewed and Scholarly Resources | | |
| 9-15 | Social Work as a Profession; How Government Works | Chapter 3, Popple; Article 2 | Perspective Paper; Summary & Reaction for Article 2 |
| 9-22 | Generalist Social Work Practice; Responses to Diversity | Chapters 4 & 5, Popple; Article 3 | Summary & Reaction for Article 3 |
| 9-29 | Writing Workshop; Use of Peer Reviewed Sources; APA Style | Article 4 | Summary & Reaction for Article 4 |
| 10-6 | Midterm Exam Online | Article 5 | APA Title and Reference Page; APA In-text Citation; APA Punctuation Exercise; Summary & Reaction for Article 5 |
| 10-13 | Faith-Based Initiatives & Social Work International Perspectives with Guest Speaker from Sweden | Chapters 6 & 7, Popple; Article 6 | Summary & Reaction for Article 6 |
| 10-20 | Poverty: Causes & Programs Complete Class Exercise by 2 pm | Chapters 8 & 9, Popple; Article 7 | <u>Topic</u> for Policy Brief; Summary & Reaction for Article 7 |
| 10-27 | Child Welfare Complete Class Exercise by 2 pm | Chapter 10, Popple; Article 8 | Summary & Reaction for Article 8; First Draft of Policy Brief History, Response and Timeline (OPTIONAL)* |
| 11-3 | Policy Brief Review** | Article 9 | Summary & Reaction for Article 9 |
| 11-10 | Criminal Justice; Homelessness Complete Class Exercise by 2 pm | Chapters 11 & 14, Popple; Article 10 | Summary & Reaction for Article 10 |
| 11-17 | Health Care; Aging Complete Class Exercise by 2 pm | Chapters 12 & 15, Popple | Policy Brief due |
| 12-1 | Mental Health; Developmental Disabilities; MUST ATTEND F2F Complete Class Exercise by 2 pm | Chapters 13 & 16, Popple | Write-up on Public Policy Meeting |
| 12-8 | No class | None | Revisions to Policy Brief (optional) |
| 12-15 | Final Examination from 11a until 1:30p | None | Final |

*I will give you feedback on the first three sections of your Policy Brief (History of the Problem, Response to the Problem, and Timeline) if you have it completed and emailed to me by October 27. This is for your benefit, but it is optional. It is not required that you submit your draft of these sections.

**On November 3, I will hold a class session to offer guidance and answer questions about the Policy Brief. You do NOT have to attend this class. It will not count against you if you do not show up and you will not get extra credit if you do. It's your education. Decide if this is important to you. There will be no online assignment due on November 3.

UNIVERSITY, COLLEGE AND DEPARTMENT POLICIES

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/up-406>.

Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/up-407>. Students are expected to report cases of academic dishonesty to the course's instructor.

Course Credit Workload

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/up-501>. 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.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). 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/up-409>). 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/calendar>)

Campus Resources:

Counseling Center – 704-687-2105

Career Center - 704-687-2683

Writing Resource Center – 704-687-3506

Multicultural Resource Center – 704-687-3865

Atkins Library – 704-687-2030

Office of Disability Services - 704-687-4355

Office of Multicultural Academic Services – 704-687-4759

Veteran Student Outreach – 704-687-0354

Professionalism (5 points)

Part of obtaining a degree is taking on the role of the professional. Five points of the grade for this course is reserved for the student's professional approach to learning. Class attendance is important, as is showing up to class on time and returning from breaks on time. In addition, class members should demonstrate that *reading assignments were read **before*** the day they are due and should be able to ask relevant, meaningful questions. Professionalism also means courteousness to others (e.g., turning off phones, resisting text messaging and web-surfing during class, and avoiding whispered conversations). Maturity and tolerance for different perspectives is necessary for learning and is a hallmark of educated professionals.



Summary & Reaction Papers (20 points)

Each week, an article related to social welfare will be posted on Moodle. Read the article, summarize it, and write a reaction. Each Summary and Reaction paper should be around 300 words, which is about the equivalent of one double-spaced page. Papers that exceed 325 words will not be accepted. You MUST follow APA formatting. The paper must use Times New Roman and 12-point font, one inch margins on ALL sides, and be double-spaced. The first time a paper does not conform to ALL these

guidelines, it will be returned to you to correct. After the first time, a paper that does not conform to ALL these guidelines will receive a grade of zero (0). Each paper should include a Title page and a References page. I will give you the reference information and you must put the information in APA format.

NOTE: Look ahead. Do not wait until the last minute to read the article. If you do, your Article Summary will be rushed and this will affect the quality of your writing. Also, I will NOT read every article summary every week. I will randomly choose 10-12 to read each week. Neither you nor I will know which ones I will read, so always do your best work. Below is the rubric I will use for scoring the assignments.

Instructor’s Rubric for Scoring and Reaction Papers

| 2 | 1 | 0 | Score |
|--|--|---|-------|
| The summary section provides an accurate summary of the main ideas of the article. | The summary mentions an idea from the article but is not a complete summary of the main ideas. | The summary does not provide a summary of the article or the summary does not represent the article accurately. | |
| The summary is proofread with few errors and follows APA, 6 th Edition, formatting. | The summary follows APA, 6 th Edition, formatting inconsistently OR is not proofread. | There are errors that suggest lack of proofreading or attention to APA formatting. | |
| The reaction is coherent and organized. | The reaction is difficult to follow. | The reaction is incoherent and disorganized so that its meaning is lost. | |
| The reaction is an original response to the article. | The reaction shows little original thought. | The reaction lacks originality or thoughtfulness. | |
| | | Total | |

To submit your written Summary and Response Paper, click on the Summary & Response subfolder. Post your document in this subfolder and label it as **lastname.firstinitial.summary for number of the article** (example: **hermansmith.b.summary for article 3**)



Perspectives Paper (10 points) Due September 15

Select **one** of these topics.

1. Providing medical care to undocumented immigrants through the public health department
2. Affirmative action programs in hiring and college enrollment in the United States

Using Popple’s definitions, write a paper explaining a reactionary, a conservative, a liberal, and a radical position on the topic. Your paper should reflect APA format for in-text citations, title page, reference page, and punctuation. In addition, criteria for your paper include:

- No more than 3 double-spaced pages (less is better; 2 double-spaced pages is preferred)

- Minimum of 2 references to materials outside the Popple textbook
- A Title page and a Reference page in APA format ***in addition to*** the narrative
- Should be (double-spaced) with standard margins (1 inch), font size (12), and font type (Times New Roman)

Papers that do not conform to EACH of the four criteria listed above will automatically receive two points off. No exceptions.

- This paper will be reviewed **closely** for APA formatting. Learning APA format now will make the remainder of your academic career easier. This is also an exercise in following detailed instruction, a skill that is frequently required of professional-level social workers in the real world.
- No paper copies will be accepted.

Note: You might have the opportunity to revise the Perspective Paper. This will be discussed later in the course.

Post your paper in the **Assignments** subfolder labeled Perspectives Papers using the label **lastname.firstinitial.perspective**. Example: **hermansmith.b.perspective**
The Perspectives paper must be posted in Moodle by 11 am on **September 15**.



APA Exercises (15 points total)

To retrieve the APA Exercises, click on the Assignments folder in Moodle. Click on the APA Exercises folder. Go to each of the corresponding exercises (*Reference Citation, Title Page and References, and Punctuation*). Post ALL APA exercises on Moodle by **2 pm on October 6**.

Reference Citation

Use the library or a web search to look up the following (you can do this assignment online without having to go to the library):

1. An article by the class Instructor. It was published in the journal called Clinical Case Studies in October 2008. There are 4 authors.
2. The latest edition of a book by Bruce Jansson called The Reluctant Welfare State.
3. A chapter from an edited book; it is Chapter 2 in a book called Social policy for children and families: A risk and resilience perspective by Jeffrey M Jenson and Mark W Fraser. The author of Chapter 2 is Peter Pecora.
4. The website at www.acf.hhs.gov/programs/opr/abuse_neglect/ncsaw/
5. SAVE THESE SOURCES FOR ANOTHER PART OF THE ASSIGNMENT!

Write an **in-text citation** for each of the resources listed above, in order, using a paragraph provided by the Instructor on Moodle. Save the document in the **Completed APA Assignments** subfolder called **In-Text**.

Title Page and References

Write a Title page in the format described in the APA Manual. The title should be: APA Title Page. Also, write a Reference page using APA format using the sources you cited in the Reference Citation assignment to complete the Reference page. Save the document in the **Completed APA Assignments** subfolder called **Title Page**.

Punctuation

Make punctuation corrections to a handout so that it complies with APA format; this will be provided by the Instructor on Moodle. Save the document in the **Completed APA Assignments** subfolder called **Punctuation**.



Public Policy Meeting (6 points)

Due by 11 am on December 1

This assignment can be completed at any time during the semester. Attend a local meeting where public policy is being discussed or made. This must be a meeting that is open to the public. This could be a local school board meeting, county commission meeting, mental health meeting, or public health department meeting. Meetings held by private entities and nonprofits do not count. The meeting must be about public policy. *Get approval before you go so you do not risk having to do the assignment over.* Watching a video or telecast or listening to an audiocast does not count. You must attend in person and document your presence.

You can document your presence at the meeting in different ways.

- You can get a signature from one of the representatives. If it is not a signature from an elected official, you must get the signer's phone number. You can hand it to me in class.
- You can take a picture of yourself at the meeting and e-mail/text it to me.
- You can make a very short videotape of the meeting with you in it at some point and email/text it to me.
- I am open to other means of documentation.

You are encouraged to do this sooner rather than later. If you put this off, you run the risk that the meeting will be cancelled or postponed. **By November 30, write a 1 page double-spaced reaction paper about the meeting.** Discuss these questions in your reaction paper:

- If you had to speak to this group at some point in the future, how would you prepare? Would you be nervous? What might make you less nervous? Would a particular person in the meeting make you nervous?
- Who seemed to have the most power in the group? What made you think so?
- Was the meeting the same or different than you had imagined? Was it tense? Was it cordial? Was it intimidating? Were there evident agendas?
- Do you think an average citizen would be comfortable at this meeting? Is there anything the members of the group could do to make it more comfortable for average citizens to attend?



Policy Brief (24 points)

Due by 11 am on November 16

Revisions due by 11 am on December 7

This paper should be about 10 pages, excluding the Title Page and References. It should be double-spaced with 12 pt Times New Roman font and one-inch margins. Only peer-reviewed and scholarly resources should be used. If you use sources that are not peer-reviewed and scholarly, you will be required to do this paper over. No exceptions. I will also remind you that plagiarism is a major

offense that can result in negative consequences, including dismissal from the social work program and/or the university. If you have questions about what constitutes a peer-reviewed or scholarly source or what constitutes plagiarism, ASK ME. Ask me in face-to-face class, leave an anonymous note at the department desk for me, call me, or e-mail me. I want to help you figure this out. That is my job. I want to help. Make me work!

Upload your work to Moodle by November 17 at 11 am and save it under the name lastname.firstinitial.brief (example: hermansmith.b.brief). I will return your paper by December 1. You have the opportunity to revise your paper based on my comments. You do NOT have to revise and resubmit. The Revised Draft is due on December 8 at 2 pm. It should be uploaded to Moodle in the Policy Brief Revisions subfolder.

The policy brief is a document that outlines the reasons for choosing a particular policy alternative or course of action in a current policy debate. It is usually developed by organizations to advocate for a particular issue. Because policy debate involves competing ideas, the purpose of the policy brief is to convince the policy maker and others that the current problem is urgent and should be changed. Therefore, it serves as a force for action.

Submit your topic for the Policy Brief by October 20. E-mail your proposed topic to me. Do not begin work until I have approved your topic. The purpose of approving the topic is not to limit your choice of topic. It is to ensure that you have identified 1) a problem that you can handle in the space of a policy brief, and 2) you are focused on a specific target population.

The key to success is targeting the particular audience for your message. Usually, the audience is the policy maker or the decision-maker, but it is also important to recognize that you will need to target a wider audience in seeking support for your advocacy initiatives. Sometimes, the more people hear your message, the more successful you will be. To be effective, the brief should be:

- Focused – All parts of the brief should be geared toward convincing the target audience through relevant ideas, evidence, and convincing language.
- Professional, but necessarily not academic – Most audiences will be turned off by technical jargon. They are interested in knowing your perspective on the problem and potential solutions. If you must use technical terms, explain them.
- Limited – The focus of the brief needs to be short and limited to a particular problem or area of a problem. Advocacy requires focus on a particular concern for a particular target population. The level of focus needed is specific.
- Understandable – Clear and simple language should be used to explain an easy to follow argument that targets a wide but knowledgeable audience. The document should be easy to read, with simple, descriptive titles dividing the text.

These are the components of the Policy Brief for this class.

Title page in APA format

Executive Summary

Write this last. The Executive Summary is a single page summary of the paper placed right after the Title page. It is standard in most business and governmental communications, and can be very helpful to the busy reader. Each of the main parts of your brief should be summarized in a paragraph. Then all these

parts brought together in a *single page*. No new information should be in the Executive Summary. Other than “Executive Summary,” this page has no headings or citations. Avoid technical terms and spell out any acronyms used in the paper.

History of the Problem

Historically, when and how did the problem begin to become part of the public policy discussion? What were the key events? Was it all started by a key event such as the 9-11 attack on the United States, or a series of events such as the emergence of a number of rare diseases among gay men, hemophiliacs, and other groups in the early 1980’s that was later referred to as AIDS? Did it build slowly from high profile cases over time, such as the backlash against Health Maintenance Organizations in the mid 1990s that limited some medical procedures? Or did it come to the attention of policy makers suddenly?

Policy Response

What did the public and policymakers do about the problem? Describe events in order of their occurrence. What hearings were held, what laws were passed, and what public events seemed to define the problem?

One example (AIDS): Initially, the public was alarmed about the spread of infectious disease among the (population). Policymakers responded with a number of ideas that reflected public 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.

NOTE: Remember that you cannot possibly detail all the important events in a social problem. Limit yourself to about 1 ½ pages of double-spaced text and move on.

Timeline

Devise a timeline that lists the key events and dates in the issue’s development. This should be included in your paper as a Figure and explained in your narrative. The Timeline should reflect your report in the above (Response to the Problem).

Policy Consequences

How has the problem evolved or changed since the policy was implemented (or, alternately, if the problem was simply ignored)? Currently, is the situation gotten better or worse, increased or decreased public awareness, changed public opinion, incurred growing costs, decreasing quality or access to services?

Example (AIDS): HIV infections among gay men declined for years, but there is now 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 who cannot afford lifesaving medications. 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 (2009) 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 \$\$\$ 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.

Disproportionate Impact

Explain how the problem had a disproportionate impact on oppressed population. Which group(s) impacted by the problem was initially excluded from the benefits in the policy? Provide evidence that this omission either intentional or unintentional? What role did political ideology and cultural beliefs play in the exclusion, whether intended or unintended. Is this group still excluded? If so, provide support or your claim that the group was excluded. What can be done to include this group among beneficiaries of the policy? If no group that could benefit directly from the policy was excluded, provide evidence to support your claim. This section is weighted x 3 (a total of 6 points). Refer to theory from class lecture to guide your response.

Recommendation

What action is needed now to address the problem? YOU get to decide. Provide a detailed plan for how you think the problem should be addressed through policy. Make sure your recommendation relates to the current problem you have identified. Do not be concerned with cost and what is politically popular. Express yourself.

References

Please see the scoring rubric for the Policy Brief below.

SCORING SHEET FOR POLICY BRIEF

Name: _____

| Section | 2 points | 1 points | 0 points | Score |
|-------------------|--|--|---|-------|
| Executive Summary | The main ideas from the other sections of the brief are summarized; no new information | The summary does not include all the main ideas of the brief | The summary adds information that is new or does not reflect the other sections of the brief | |
| Policy Response | Describes the social policy response to the problems with specific examples and details at particular points in time | Describes the social policy response but without enough specificity to put events in context | Misinterpreted or inaccurate policies, not clear what happened when, and relationship to the issue is unclear | |
| Timeline | Timeline is accurate and reflected in narrative | Timeline has some inaccuracies and explanation in narrative is vague | Timeline is inaccurate OR is inconsistent with narrative OR is missing | |

| Section | 2 points | 1 points | 0 points | Score |
|--------------------------|--|---|--|-------|
| Policy Consequences | Discusses the consequences of the policy response for the present in clear detail including intended and unintended consequences | Discusses the consequences of the policy response for the present but detail is lacking | Discussion misstates or leaves out the relationship between the previous policy response and the current situation | |
| Disproportionate Impact | Thoroughly explains the relationship between social exclusion, policy formation and implementation with relevant citations | Presents facts related to social exclusion and policy but does not explain how they are/are not related | Presents opinions about social exclusion with no explanation of relationship or citations to back up claims | x 3 |
| Recommendations | Recommends detailed changes to the current policy to address current problems | Discusses changes to the current policy but lacks detail and focus | Recommends changes that are clearly related to the current problem | |
| Clarity and Organization | The paper is clearly written with good word choice, sentence structure, and organization | The paper expresses ideas vaguely and there is a lack of organization | The paper is poorly written; it is often difficult to follow what is being said | x 2 |
| Grammar and Format | APA format, including grammar and spelling, is followed correctly and consistently throughout the paper | APA format, including grammar and spelling, is followed inconsistently throughout the paper | Numerous APA format, grammar and spelling errors | x 2 |

Total Score = _____

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Spring 2014

Course Number and Title: SOWK 3202 Social Welfare Policy II

Course Credit, Days/Time, Location: 3 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: TBD

Catalog Description including Pre-requisites and/or Co requisites:

Prerequisites: Upper Division standing

Co-requisite: SOWK 3201

Course Description: Students will learn to critically analyze social welfare policy, including policy development and reform processes and outcomes

Expanded Course Description:

The historical ideologies in the foundation policy course prepare students for policy analysis. This course advances the concepts of social justice and advocacy to analyze social welfare policy and policy reform. The NASW Code of Ethics and social work values in professional practice inform the study of an analysis framework, social welfare policy research, collaboration and communication with stakeholders. The impact of the social, economic, and political climate on social welfare policy development is explored as major areas of social welfare policy are reviewed. Students become knowledgeable about the resources available for advocacy in the policy development arena.

**Course Credit
Work Load**

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 quizzes and exams.

Course Objectives: Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of successful completion of SOWK 3202 (Social Welfare Policy II), students should be able to demonstrate the ability to:

1. (2.1.1) Identify as a professional social worker and conduct oneself accordingly by
 - Advocating for client access to the services of social work
 - Demonstrating professional demeanor in behavior, appearance, and communication

2. (2.2.2) Apply social work ethical principles to guide professional practice by
 - Making ethical decisions by applying standards of the NASW Code of Ethics
 - Tolerating ambiguity in resolving ethical conflicts

3. (2.1.3) Apply critical thinking to inform and communicate professional judgments by
 - Distinguishing, appraising, and integrating multiple sources of knowledge, including research based knowledge, and practice wisdom
 - Analyzing model of assessment, prevention, intervention, and evaluation
 - Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

4. (2.1.4) Engage diversity and difference in practice by
 - Recognizing the extent to which a culture's structure and values may oppress, marginalize, alienate, or create or enhance privilege and power
 - Recognizing and communicate their understanding of the importance of difference in shaping life experiences

5. (2.1.5) Advance human rights and social and economic justice by
 - Advocating for human rights and social and economic justice
 - Engaging in practices that advance social and economic justice

6. (2.1.6) Engage in research-informed practice and practice-informed research by
 - Using research evidence to inform practice

7. (2.1.8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services by
 - Analyzing, formulating, and advocating for policies that advance social well-being
 - Collaborating with colleagues and clients for effective policy action
 - Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Course Policies: Expectations of Students

1. **NASW Code of Ethics:** 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.
2. **Attendance and Punctuality** - Students who arrive late, leave early, or have excessive unexcused absences will lose 3 points off the final course grade per unexcused absence. Students are allowed 2 unexcused absences for a 2 day a week course, one unexcused absence for a one day a week course. After that, any excused absence requires a university-approved document such as a physician's statement or jury summons. Contact the instructor for consideration of other reasons for being absent from class. Students must sign the class roster each class period in order to be counted present.
3. **Missing Assignments & Absences on Presentation Due Dates** – Late quizzes, assignments, and exams will not be accepted and will result in a zero. Being absent for a scheduled presentation will result in being assigned a zero. The instructor may make an exception on an individual basis for a documented emergency, such as a serious illness that

results in a hospitalization or a death in the family.

4. **Email Accounts** - Students are expected to maintain and regularly check their UNCC email and Moodle web page accounts in order to facilitate communication between the professor and students.
5. **Cell Phones and Computers** - Due to the high degree of class participation and in order to help foster an atmosphere whereby maximum learning can take place, students should turn off all electronic devices in the class. With advance permission from the instructor, students may place their cell phones on vibrate mode to receive an emergency call during class.
6. **Reading & Class Discussion** - Students are expected to have read and thought about the assigned readings. Participation in class discussions is expected. Examples of enthusiastic 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.
 - Making contributions that demonstrate connections you discover between material in the course and other experiences you have had.
 - Contributing consistently and meaningfully to the class activities, exercises and discussion.

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

Teaching Strategies: This course will consist of a combination of lectures, group discussions, class exercises/activities, videos, and student presentations. Our social work librarian will be a guest speaker on policy research sites.

Required Reading & Text: Class text: Karger, Howard J., Stoesz, David (2010) **American Social Welfare Policy: A Pluralist Approach**, 6th edition, Needham Heights, MA: Allyn&Bacon
Social Welfare Policy 3202 Class webpage, Adkins Library, News Sources: media and other assigned materials

Class Webpage: www.unc.edu, library, top menu “Research and Course Help”, “Research Guides” type in SOWK 3202. The class webpage provides access to federal and state legislation. State and local resources and advocacy organizations are linked to our class webpage.

Reliable current events materials: Note that the library has excellent current news sources online for students such as the Washington Post and New York Times. Other newspapers and news magazines are appropriate but popular magazines are not acceptable resources. The web has much inferior and incorrect policy analysis information. Be selective.

Evaluation Methods:

3 Exams: 10 pts each

30 points

Social Policy Description Assignment:

15 points

| | |
|---|-------------------|
| Policy Analysis Group Presentation | 25 points |
| Policy Analysis Outline and Bibliography | 10 points |
| Online quizzes 1 point each | 16 points |
| Class Participation | 4 points |
| Total | 100 points |

The grading scale for this course is as follows:

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=below 60

Topical Outline, Reading Schedule, & Assignments Due Dates:

| Date | Topic & Reading Schedule | Assignments Due |
|-------------|-------------------------------------|--|
| Week 1 | Karger & Stoesz, Ch 1 | None |
| Week 2 | Karger & Stoesz, Ch 2 | None |
| Week 3 | Karger & Stoesz, Ch 3 | None |
| Week 4 | Karger & Stoesz, Ch 4 | Exam 1 |
| Week 5 | Karger & Stoesz, Ch 5 | None |
| Week 6 | Karger & Stoesz, Ch 6 | None |
| Week 7 | Karger & Stoesz, Ch 7 | None |
| Week 8 | Karger & Stoesz, Ch 8 | Social Policy Description |
| Week 9 | Karger & Stoesz, Ch 9 | Exam 2 |
| Week 10 | Karger & Stoesz, Ch 10 | None |
| Week 11 | Karger & Stoesz, Ch 11 | None |
| Week 12 | Karger & Stoesz, Ch 12 | Policy Analysis Outline and Bibliography |
| Week 13 | Karger & Stoesz, Ch 13 | None |
| Week 14 | Karger & Stoesz, Ch 14 | Exam 3 |
| Week 15 | Karger & Stoesz, Ch 15 | None |
| Week 16 | Karger & Stoesz, Ch 16 | Policy Analysis Group Presentation |

UNIVERSITY, COLLEGE AND DEPARTMENT POLICIES

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/up-406>.

Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/up-407>. Students are expected to report cases of academic dishonesty to the course's instructor.

Course Credit 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 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/up-501>. 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.

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). 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/up-409>. 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/calendar>)

Campus Resources:

Counseling Center – 704-687-2105

Career Center - 704-687-2683

Writing Resource Center – 704-687-3506
Multicultural Resource Center – 704-687-3865
Atkins Library – 704-687-2030
Office of Disability Services - 704-687-4355
Office of Multicultural Academic Services – 704-687-4759
Veteran Student Outreach – 704-687-0354

Instructions for Assignments:

Policy Analysis Project—A social welfare policy/program of the group’s choice will be analyzed. The presentation will cover the analysis components (see pages 31-34 of the text), which will be reviewed throughout the semester. The presentation is supported by 2 group documents provided during the semester:

- A. Social policy description which is a group paper
- B. A group authored outline of the presentation with the group bibliography attached

6. Assignment #1 **Policy Description** meets objectives 2.1.3, 2.1.5, 2.1.6, 2.1.8 (15 points)
7. Groups will need to conduct basic research to gather the required data. The first step is to locate the passed federal or state legislation. The following should be covered in your paper on a basic level, descriptive only, not yet analytical.
8. Provide the name of policy to be analyzed and the year in which it was passed

Describe

How the policy is expected to work, who does what for whom

The resources or opportunities provided by the policy

Who will be covered by the policy and how the policy will target them

How the policy will be implemented, brief note about what entities deliver the goods/services and how, i.e. case management, crisis intervention, public education.

The expected short-term and long-term goals (very general goals, expectations). This is in the mission, introductory portions of the policy, likely not explicit.

The administrative auspices of the policy. This is about implementation of the policy. States decided to have health departments run the well baby clinics instead of the hospitals. Food stamps are provided through the local DSS although it is federally funded. Non-profits administer specialized foster care and mental health services yet the Medicaid funding is mostly federal.

The funding of the policy, often a block grant, will be followed by the expectation that the locality will pick up the tab later on, or it is seen as long-term funding such as with federal housing loans for veterans. It may be that entities may bid for the funding contract and any entity may bid, which was done with public mental health services.

State governments can terminate inferior services of some of the hospice agencies but the state does not implement the programs. The State Department of Public Instruction oversees dropout prevention programs but may not deliver the services, which may be contracted to nonprofits or the private sector.

The policy will somewhere make note of how the effectiveness is evaluated. Don’t expect to see much about this. But, the policy goals should note what would indicate that the policy is doing what it is supposed to do, i.e., lower the rate of recidivism, decrease sex crime against juveniles, and keep the elderly out of assisted living longer, decrease drug use among middle school students.

The duration of the policy, when does it end? Note if the policy is implemented and then re-evaluated later for efficacy.

Knowledge base that is undergirding the policy. For most policies, this information will be scant in the policy itself. Knowledge base, including data, is often alluded to within the policy and not specified i.e., 13% US poverty rate, nearly 50% drop out rate in high schools, 66% prison recidivism rate, unacceptable school readiness rate for 5 year olds, overuse of cell phones while driving, burnout among special ed. teachers.

This is a group paper with very basic information about your policy analysis group's choice of policy. The assignment averages 5 pages, APA format with title page, no bibliography, no reference page, and no citations. You will provide your bibliography at the end of the semester, when it is complete, with your outline of your presentation.

You may have 11 identified paragraphs addressing the items above or if you prefer, you may arrange your information in a narrative paper covering all of the topics.

9. Staple the first page of the policy bill to this policy description
- 10.
11. Your policy description requires that your group research legislative action that established the policy. If you like, you may want to start researching the policy by reviewing advocacy groups and coalitions on our 3202 class webpage "AG&C's".
- 12.
13. Do not overlook resources on my 1101 class webpage. For instance, I found many more advocacy sites for the aging on the 1101 webpage under the "Populations" tab.
- 14.
15. The sites noted above may also flesh out the policy with some details regarding goals and implementation.
- 16.
17. This paper should convince me that your group knows what the policy is about and that you are prepared to proceed to a full policy analysis. Failure to complete an analysis because "there was not enough information about the policy" is not acceptable.
- 18.
19. I will give your group feedback on concerns about your ability to complete the full policy analysis assignment based on what is presented to me in the description.

Assignment #2 Group **Policy Presentation** of the policy analyzed meets objectives 2.1.1, 2.1.2, 2.1.3, 2.1.5, 2.1.6, 2.1.8. (25 points)

Explain the analysis by first describing the policy to the audience. This portion is a very brief description of the policy; we need to know what you are analyzing. Include:

The description of the policy should explain what the policy is about, very basic to orient your audience. For instance, special schools for pregnant teens are supposed to keep pregnant teens in school, not address every aspect of the problem of teen pregnancy. Your group has written an informative paper describing the policy. Summarize the 11 points you made in your paper in 2 minutes. Your group has no more than 18 minutes to cover these items...

The goals of the policy that you have been researching. Do they make sense; fit with the social problem as described in the documents you have reviewed? Infuse the items that are outlined in your text to explain the goals but don't list the items as though you are outlining your points from a sheet. Keep in mind that goals may be latent, unstated. And, goals are used for policy evaluation. An important notation would be if there is an absence of goals in the policy. Is a policy developed

for its own sake? A policy goal to improve nutrition among North Carolina adolescents may be so vague that data collection for effectiveness is impossible.

The political components of the policy's feasibility. Politics is the study of power; note the stakeholders in the policy, public perception of who wins and who loses with this policy. This component includes the effectiveness of lobbying, the political climate at the time of the policy development, a cast of players, American values at the time. Some of this will be subjective. What doomed health care reform under Clinton? There are lots of opinions. Here, your group will give yours on the politics of your policy.

The economic component of the policy's feasibility. This is about the public perception of affordability and social justice issues. Tell us about how the policy is funded and why this choice was made. Do we rob Peter to Pay Paul (Pay-Go)? Did the funding doom the policy? Note the devolution and privatization trends. Where are signs of incremental funding steps? Will the policy likely receive funds in the future? It is difficult to explain why the US decided to cut adolescent social support programs to pay for a prison system that costs the state \$30,000 annually for each incarcerated inmate. Economic feasibility was quite different in the 1990's than 15-20 years later.

The administrative component of the policy's feasibility. This includes details about unintended consequences, efficiency and effectiveness (data please), the opportunity costs to society, means testing, staffing, organizational structure for implementation, and issues such as data collection for evaluation, quality control, and oversight. This is often the neglected component resulting in setbacks and loss of public support for the policy. NC schools are having problems with effectiveness (end of grade reports and graduation rates). Is this due to the administrative feasibility of our current education policy?

Wrap up: Give us the pros and cons of the policy; this is your analysis summary. Select 3-5 of the strongest points to make your recommendation.

What works really well

What doesn't work

Suggest specific changes to the policy

Ask for questions from the group

The 20 minute presentation will be a mock of your presentation to social welfare policymakers to explain the effectiveness or ineffectiveness of a specific policy. The group should offer alternative policy directives to improve the policy. 10 extra minutes will be allotted for discussion from the class. Professional appearance, oral communication skills, and demonstration of a thorough as opposed to basic knowledge of the policy are expected. You are to be able to respond to questions from the policymakers (class members). Students will use very limited notes. Doc Cam or PowerPoint may be used but not required, no posters. No testimonials, no skits. Groups may present a video of no more than 5 minutes.

Assignment #3 the **Bibliography** meets objectives 2.1.3, 2.1.6 (5 points)

The bibliography is a document that lists every resource used by the group in developing your project. Books, journals, interviews, magazine and newspaper articles, web articles, TV programs are included. The group bibliography must include at least 12 (15 for a 5 member group)

professional journal articles; remember they do not need to be included in your presentation, they inform the subject. I asked for 4-6 pages which would be about a page per group member. Use APA. I expect each member to have about 6-8 resources each, 3 from professional journals. Each member should submit their own bibliography with their name at the top of the page. Attach them to the outline for submission on your presentation day.

Assignment #4 the **Outline** meets objectives 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.8 (5 points)

The outline is the organization of your presentation. I expect 4-6 pages, excluding the cover page. The outline should include, in any order, the policy components as outlined in the "3202 Policy Presentation Guidelines 2012" document. You will need to describe the policy but don't spend too much time on this, make it short, the outline includes who covers what and should follow basic APA guidelines. Cover page is first page with title, course, section, date, and all group members listed

Assignment #5 Online **Quizzes** for each text chapter meet objective 2.1.3
(16 points)

Students will submit scores of at least 85% correct on the online quizzes provided on the MYSOCIALWORKLAB website, which is accessed with a password provided by the class text. Students submit their quizzes online to the instructor for credit for 85% or better correct answers.

Possible Classroom Exercises include:

Policy concept identification and illustration with student response to questions on the following videos:

| | |
|----------------------------|--------------------------------------|
| "A Days Work A Day's Pay" | Welfare Rights Reform |
| "Health Care for Sale" | Medical Policy in a Global Community |
| "Released" | Mental Health Policy |
| "Girl Talk" | Juvenile Justice in the US |
| "The Taking of Logan Marr" | Child Protection Policy |
| "Homeless in Paradise" | Homelessness |

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Fall 2013

Course Number and Title: SOWK 3133: Community Engagement & Outreach

Course Credit, Days/Time, Location: 3 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: TBD

Catalog Description including Pre-requisites and/or Co requisites:

SOWK 3133 Prerequisites: Upper Division standing
Corequisites: SOWK 3120 & SOWK 3199

Course Description:

Catalog Description Experiential learning course aimed at effectively preparing students for senior year field work and serving vulnerable populations as social workers.

Syllabi Description This is the 1st course taken as an upper division SOWK major and uses experiential learning to prepare students for their senior year field experience. Students will become knowledgeable about community resources, begin developing their professional identify, be exposed to the diverse vulnerable populations served by social workers, explore field placement choices, understand expectations and learning objectives related to field placement, and, using their problem-solving skills, identify actions steps for situations that may arise in field.

**Course Credit
Work Load**

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 quizzes and exams.

Course Objectives: Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of successful completion of SOWK 3133 (Community Engagement & Outreach), students should be able to demonstrate the ability to:

4. (2.1.1) Identify as a professional social worker and conduct oneself accordingly by
 - a. Advocating for client access to the services of social work.

5. (2.1.4) Engage diversity and difference in practice by
 - a. Viewing themselves as learners and engage those with whom they work as informants.
6. (2.1.5) Advance human rights and social and economic justice by
 - a. Identifying and partnering with community agencies to help vulnerable populations in the Charlotte region.
 - b. Engaging in practices that advance social and economic justice.
7. (2.1.7) Apply knowledge of human behavior and the social environment by
 - a. Critiquing and applying knowledge to understand person and the environment.
8. (2.1.10) Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities by
 - a. Substantively prepare for action with individuals, families, groups, organizations and communities.
 - b. Negotiating, mediating, and advocating for clients.
9. Prepare for the senior year internship by
 - a. Exploring agency options for field placement.
 - b. Learning the steps for securing a senior year placement.
 - c. Understanding current CSWE standards for field instruction.
 - d. Being taught how to develop a learning contract.
 - e. Understanding the responsibilities of the student intern, the role of the faculty field Liaison, and the role of the field instructor.
 - f. Identifying legal, ethical, and safety considerations related to field placement.
 - g. Discussing pragmatic concerns related to field placement.

Course Policies: Expectations of Students

NASW Code of Ethics: 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.

20.

Attendance and Punctuality - Class attendance is expected to be **consistent and punctual**. Students who arrive late, leave early, or have unexcused absences will not earn full credit for the week's participation grade. An excused absence requires a university-approved document such as a physician's statement or jury summons. Students must sign the class roster each class period in order to be counted present.

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.

Computers - Due to the high degree of class participation and in order to help foster an atmosphere whereby maximum learning can take place, computers should only be used for note-taking related to the course or to look up information that will be shared out loud with the class. Students should refrain from using their computers for non-course related activities (i.e. - to complete assignments for other courses, to use facebook, to send emails or to surf the internet). Students who choose to engage in non-course computer related activities over choosing to participate in class activities will not earn full points for participation.

Missing Assignments & Absences on Presentation Due Dates – Late quizzes, assignments, and exams will not be accepted and will result in a zero. Being absent for a scheduled presentation will result in being assigned a zero. The instructor may make an exception on an individual basis for a documented emergency, such as a serious illness that results in a hospitalization or a death in the family.

Email Accounts - Students are expected to maintain and regularly check their UNCC email accounts in order to facilitate communication between the professor and students.

Reading & Class Discussion - Students are expected to have read and thought about the assigned readings. Participation in class discussions is expected. Examples of enthusiastic 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.

Making contributions that demonstrate connections you discover between material in the course and other experiences you have had.

Contributing consistently and meaningfully to the class activities, exercises and discussion.

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

Teaching Strategies: This course will consist of a combination of lectures, break-out group discussions, class exercises/activities, guest speakers, student presentations, projects, and service to the community.

Required Reading & Text: Students will be required to review agency websites, in addition to reading the text.

Royse, D., Singh-Dhooper, S., Lewis-Rompf, E. (2010). *Field Instruction: A Guide for Social Work Students*, 6th ed. Boston, MA: Allyn & Bacon.

Evaluation Methods:

| | |
|---|-------------------|
| 15 Community Service Hours, Analysis Assignment & 3 Min. Presentation | 35 points |
| Community Service Group Project & Analysis Assignment | 25 points |
| Homework Assignments | 30 points |
| <u>Ethical & Professional Behavior (as described in syllabus)</u> | 10 points |
| Total | 100 points |

The grading scale for this course is as follows:

A=90-100%
 B=80-89%
 C=70-79%
 D=60-69%
 F=below 60

Topical Outline, Reading Schedule, & Assignments Due Dates: _ this is a experiential learning course
Instructions for Assignments:

15 Hours of Community Service w/Signed Verification Form, Analysis Form, & 3 Min. Presentation (35 pts): This assignment addresses Course Objectives #3 & #4. Identify a population that you are not sure whether or not you have interest in working with as a social worker. Find an agency that serves this population and accepts volunteers. Complete any requirements the agency outlines as necessary in order to volunteer (i.e. – volunteer application). By the week of 9/15/13, begin volunteering at the agency you have identified. Your hours need to be completed over a minimum of 4 days and must be finished no later than 11/15/13. On (date) you will:

- Submit completed Analysis Form via Moodle
- Submit Verification of Hours Form in class
- Deliver a 3 minute presentation to the class informing the class of the agency’s name, location, mission, services, population served, and types of volunteer opportunities.

A scoring rubric will be used (posted on Moodle) to grade this assignment.

Group Community Service Project and Analysis Assignment (25 pts): This assignment addresses Course Objectives #2 & #4. Students will work in small groups (3-5 student) and develop a one-time community service project to complete together (i.e. – Serving one meal at a local shelter for the homeless). The students should select a population that they have some interest in, but limited knowledge about or experience with. On (date) each member of the group will complete and submit an individual Analysis Form through which the student will reflect on the experience. A scoring rubric (posted on Moodle) will be used and the student’s grade will be based on the student’s written analysis. of this assignment.

Homework Assignments (5 @ 6 points each): These assignments address Course Objectives 1, 2, 3, & 5. The student will submit brief, thoughtful, written responses to questions posed on Moodle. These assignments will provide a basis for in-class discussion.

Sample Homework Assignment – Please answer 3 of the following:

Imagine that a client who you regularly work with confides in you that she thinks she may be pregnant, but doesn’t want her case manager, who is your field instructor, to know. Do you keep

the information confidential? Why or why not? How do you respond to the client. What guidance does the NASW Code of Ethics provide, if any?

Imagine that your field instructor, who you have been regularly completing home visits with in a county vehicle, begins running personal errands while you are out together, such as picking up his/her dry cleaning, getting a quick hair cut, as well as picking up his/her son from school and then dropping him at a baby-sitter's. You know this is against agency policy. Would you let someone know about this? Why or why not? If so, to whom do you say something to and what might you say? What guidance does the NASW Code of Ethics provide, if any?

Imagine that your field instructor sends you a friend request through facebook. What do you do and why?

Imagine that you receive an email at your UNC-Charlotte email address from a client who indicates that he/she would like to get to know you better outside of group sessions. It is a Monday and you will not be at your placement until Thursday. What would you do and why? What are 2 steps you would take to mitigate risk to safety on a home visit?

Sample Homework Assignment – You recently listened to presentations in class by social workers. Please respond to the following based on what you learned in those presentations:

Describe a case situation where a social worker's role might be to advocate for client access to services.

One way we embrace diversity and differences in practice is getting to know the client through the telling of his or her story. What is one open ended question you might ask a client to better understand him/her as a unique individual?

Give an example of something a social worker might do to advance social and economic justice.

UNIVERSITY, COLLEGE AND DEPARTMENT POLICIES

University Policies:

Code of Student Responsibility:

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<http://legal.uncc.edu/policies/up-407>. Students are expected to report cases of academic dishonesty to the course's instructor.

Course Credit 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 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/up-501>. 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. All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). 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/up-409>. 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/calendar>)

Campus Resources:

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Career Center - 704-687-2683

Writing Resource Center – 704-687-3506

Multicultural Resource Center – 704-687-3865

Atkins Library – 704-687-2030

Office of Disability Services - 704-687-4355

Office of Multicultural Academic Services – 704-687-4759

Veteran Student Outreach – 704-687-0354

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Fall 2013

Course Number and Title: SOWK 3482 (Section 001): Field Practicum I

Course Credit, Days/Time, Location: 5 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: Ms. Amy Barsanti, CMSW, MSW, BSW

Office - 489A Department of Social Work – CHHS

Office Hours - Posted outside my office & by appointment

Phone - 704-687-7930

E-mail - abarsanti@uncc.edu

Catalog Description including Pre-requisites and/or Co requisites:

Prerequisites: Upper Division standing, SOWK 3181

Co-requisite: SOWK 3182

Course Description: Students will complete an approved supervised field experience and concurrently participate in a field seminar to reinforce and enhance their field experiences.

Course Credit

Work Load

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 quizzes and exams.

Course Objectives: Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of successful completion of SOWK 3484 (Field Practicum II), students must be able to demonstrate attainment of the following competencies and their associated practice behaviors (the practice behaviors are outlined on the student's Learning Agreement and End of Semester Evaluations):

(2.1.1) Identify as a professional social worker and conduct oneself accordingly.

(2.1.2) Apply social work ethical principles to guide professional practice.

(2.1.3) Apply critical thinking to inform and communicate professional judgments.

(2.1.4) Engage diversity and difference in practice.

(2.1.5) Advance human rights and social and economic justice.

(2.1.6) Engage in research-informed practice and practice-informed research.

(2.1.7) Apply knowledge of human behavior and the social environment.

(2.1.8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

(2.1.9) Respond to contexts that shape practice.

(2.1.10) Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

It is also expected that the student intern will:

Participate in field placement a minimum of 16 hours per week during the fall semester and participate in field placement a minimum of 24 hours during the spring semester through Field Practicum II.

Notify the field instructor and field liaison prior to the start of work on any day that the student is unable to attend field work duties.

Develop a learning contract acceptable to the student, field instructor, and faculty liaison.

Work with a sufficient number of clients so that the competencies in the course objectives can be met.

Work with a variety of clients and problem situations.

Work directly with individual, families, and small groups.

Participate in a minimum of one one-hour-long supervisory conference each week.

Integrate classroom learning with the field experience.

Organization of this Course:

The Department of Social Work at UNC Charlotte defines generalist social work practice as the professionally responsible application of knowledge, research findings, and skills with a commitment to working with clients and implementing interventions at multiple levels (e.g. individuals, families, groups, organizations, communities, and society).

Seminar will provide the opportunity for students to share their experiences, review social work knowledge, values, and skills covered in previous courses, and apply this information to the professional practice of social work developing concurrently in their field setting. Through discussions in this course,

the student will be challenged to evaluate his/her practice, utilize him/herself in a disciplined and knowledgeable way, and gain knowledge and skills of the helping process and the larger environmental systems. This course will explore the knowledge and skills of social work practice necessary for understanding and intervening with a variety of organizations and communities on behalf of clients/consumers/customers and the profession. This course is an "O" course and meets the oral communication requirement of the university.

Course Policies:

NASW Code of Ethics: 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.

Seminar Preparation/Participation: *This is a seminar class. Thus a significant portion of time will be spent in active participant discussion.* Students are expected to actively contribute to discussion topics. Examples of positive seminar participation include the following:

21. Enthusiastic participation in discussion and exercises
22. Responding to questions posed in class.
23. Asking thoughtful questions.
24. Being a respectful listener when others are speaking.
25. Appropriately presenting alternative views to those raised by others.
26. Making comments that encourage others to speak.
27. Offering comments that clarify or summarize ongoing discussion.
28. Discussing connections you discover between materials in the course and field work.

Disruptions during Seminar Classes: Disruptions during the class period (e.g., arriving late, leaving and returning to the room during class, text messaging on cell phones, working on assignments for other classes, using Facebook during class, etc.) interfere with the focus and continuity of the class. Therefore, please keep disruptions to a minimum. This course does not require the use of a laptop computer during class and, therefore, computers should not be in use during seminar. Please keep cell phones on vibrate or turned off.

Professional Social Work Conduct: Students are expected to demonstrate professional social work conduct in Field Practicum I. Conduct that is unprofessional may result in performance reviews (Level I, II or III) and/or Field Practicum I grade reductions. In accordance with the BSW Field Manual (pages 20-21), examples of professional social work conduct **include, but are not limited to** the following:

Inappropriately sharing confidential information about a client, such as discussing details about clients with friends, families, or co-workers; possessing case files during non-business hours.

Failing to elicit informed consent from the client or other responsible party, such as not telling clients your role in the agency as an intern, not telling clients about specific intervention choices available to them, not telling the client about your intention to tape an interview, or conducting research without informing clients that they are subjects.

Violating a client's right to self-determination by pressuring the client to conform or coercing the client to make specific choices suggested by the social worker.

Relating to colleagues and/or agency personnel in a disrespectful manner, such as disregarding agency rules or policies, or being consistently late with agency assignments.

Engaging in illegal behavior such as carrying or using a concealed weapon without a permit, theft, distribution of a controlled substance, or aiding a client in illegal activities.

Being under the influence of alcohol or other substances that alter behavior or judgment during school or field activities.

Developing relationships with clients, field instructors, or instructors without respecting professional boundaries, such as developing a friendship that conflicts with professional roles; or developing a romantic and/or sexual relationship with a current or previous client, supervisor, instructor, or members of their immediate family.

Treating others with disrespect (including students, faculty, staff, clients, supervisors, and others) by not making efforts to understand and value the differences and similarities of other people.

Not working to eliminate personal prejudices based on race, ethnicity, gender, age, social class, sexual orientation, or ability level.

Making judgments about others based on stereotypes and other biases related to race, ethnicity, gender, age, social class, sexual orientation, and ability level, instead of considering them as individuals with strengths and abilities.

Using derogatory or demeaning language toward students, faculty, clients or others, particularly making negative references to race, ethnicity, gender, age, social class, sexual orientation, or ability level.

Committing physically or verbally violent acts toward students, faculty, clients, or others that are motivated by a person's race, ethnicity, gender, age, social class, sexual orientation, or ability level. Examples include name-calling and encouraging others to use negative words or actions.

Unwillingness to explore one's own stereotypical beliefs, biases, and discriminatory actions. For example, being unwilling to participate in class discussions with particular students or to hear constructive feedback from others; or opposing a field assignment with a particular client group because of their race, ethnicity, gender, age, social class, sexual orientation, or ability level.

A hostile, resistant attitude toward learning, as demonstrated by not participating in supervisory sessions, or being unable to accept constructive criticism or complaints from clients or agency staff.

Chronic absenteeism or tardiness in the field placement without notifying the field instructor, particularly in violation of the student's contract

A personality unsuited for social work through the demonstration of inappropriate behaviors toward others, including verbal or physical aggressiveness, ignoring or being indifferent to a client's distress, or displaying other inappropriate behavior towards clients.

Emotional immaturity or unusual naiveté as demonstrated by the inability to set boundaries with the clients, which may result in unauthorized service to clients.

Other behaviors that are emotionally damaging to clients, such as not keeping appointments or following through on case plans.

Emotional problems or needs that interfere with the student's ability to work with clients, such as over-identification with clients, which may result in inappropriate emotional reactions such as excessive crying or anger.

A disregard for agency rules and policies, such as a failure to document activities according to agency rules, lateness with agency assignments, and a lack of respect for positions of authority in the agency.

In addition, if the student experiences a problem in his or her field placement, it would be considered unprofessional and unacceptable for the student to walk out of the placement. ***Walking out of your field placement will result in a Field Practicum I grade reduction.***

Professional and ethical behavior, in addition to the ability to use critical thinking prior to taking actions, is essential for success in field placement. ***If a student's field placement is terminated by the agency***

due to unprofessional behavior, unethical behavior, poor field performance, or because of actions taken by the student that result in, or could have resulted in, what the agency perceives to be as potentially negative consequences for the agency or its clients, it will result in a Field Practicum I grade reduction, up to a failing grade. In other words, being terminated from a placement, or terminating a placement on one's own, will result in a grade reduction, up to a failing grade. The course instructor will determine the grade in consultation with the field instructor and utilizing the end of semester evaluation as a guide. The Field Office is not obligated to seek another placement for a student who terminated his or her placement, or whose placement was terminated by the agency for reasons stated in this paragraph.

29.

Email Accounts: Students are expected to maintain and regularly check their UNCC email accounts in order to facilitate communication between the professor and students. Your UNCC email account is your official address through which you will receive official University notifications, news, and updates.

SKYPE Accounts & Webcams: Students are required to create a SKYPE account for the purpose of virtual field site visits. Students are required to check out a webcam from CHHS Health Informatics, if they do not own a webcam and to return it by May 2013.

Time Sheets: Each student will keep track of field hours using the field Time Sheet. Time Sheets must be signed by Field Instructors and available at each Seminar for review. ***The student's final grade will not be submitted without receipt of signed the semester's Time Sheets as verification of field hours.***

Attendance: Class attendance and punctuality are evidence of professionalism. You are expected to arrive on time and remain for the entirety of the class. This is a seminar class that only meets once per month, so it is expected that each student will attend all classes. ***Your grade will be reduced by one letter grade if you are late or leave class early more than 2 times during the semester. Your grade will be reduced by one letter grade if you miss a class. You may request, in advance, to attend a different class during a particular month, if you need to miss the class date. The instructor reserves the right to decline this request.*** The purpose of this attendance policy is to help students transition into workplace where employees are expected to be fully present and on-time during their work hours.

Policy Regarding Late, Missing or Incomplete Written and Oral Assignments: Students should have ample time to prepare their schedules to accommodate written and oral assignments since they are assigned in advance. A student should notify the instructor before the due date to discuss an extension if there are extenuating circumstances (personal illness or death in family). Other than extenuating circumstances which have been approved on an individual basis by the instructor, ***each late*** written assignment will result in ***two points*** being deducted from the written assignment grade. Submitted assignments that are ***missing required components*** will be considered incomplete and result in a ***one to three point deduction***. Other than extenuating circumstances which have been approved, in advance, on an individual basis by the instructor, being ***absent from seminar on the day of a presentation*** will result in a ***zero (0)***. If an assignment is ***not submitted at all***, it will also result in ***zero (0)***.

The purpose of this policy regarding written and oral assignments is to help students transition into the workplace where reports and documentation will be expected to be complete and submitted on-time.

For assistance with writing skills, you may contact the University Writing Center at 214 Fretwell, 704-687-4357 or at www.uncc.edu/writing.

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

Teaching Strategies: The seminar component of Field Practicum I will be structured as an interactive workshop intended to mirror peer supervision and supervisory consultation in an agency setting. The following strategies will be utilized in the classroom for integrating BSW program course work with field: Peer consultation, instructor feedback, evidenced-based student presentations, student facilitated small-group discussions, journaling, written in-class exercises, projects, and guest speakers.

Required Texts: Course Pack developed by instructor.

Evaluation Methods:

Students will receive a grade for the Field Seminar component of the course and the Field Placement component of the course. These grades will then be combined for the **Field Practicum I - SOWK 3482 final course grade** using the following grid:

| Field Placement Evaluation Grade | Field Seminar Grade | Final Grade will be |
|----------------------------------|-------------------------|---------------------|
| A | A | A |
| A | B | B |
| A | C | B |
| B | A | B |
| B | B | B |
| B | C | C |
| C | A | B |
| C | B | C |
| C | C | C |
| (A), (B), (C), (D), (F) | D | D |
| D | (A), (B), (C), (D), (F) | D |
| F | F | F |

Grading for the Field Seminar component of Field Practicum I – SOWK 3482 will be determined as follows:

| | |
|---|-------------------|
| Learning Agreement | 15 points |
| Site Visit Progress Competency Notes (2 @ 15 points each) | 30 points |
| Course Pack Readings & Assignments (4 @ 10 points each) | 40 points |
| Two-Minute Presentations (3 @ 5 points) | 15 points |
| Total | 100 points |

Grading Scale for Field Seminar Component:

| | |
|---------|------------------|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D - Failed Grade |

0-68%

F - Failed Grade

Grading for the Field Placement component of Field Practicum I – SOWK 3482 will be determined as follows: The grade for the Field Placement component of this course will be based on the overall letter grade assigned by the Field Instructor in the student’s fall End of Semester Evaluation, but with the final grade determined by the Field Liaison. The Field Liaison will give consideration to the student’s demonstration of professional social work conduct as described in this syllabus and achievement of the course objectives.

Note: A grade below a (C) is a failing grade, as students in Upper Division must receive a grade of (C) or better in field practicum to receive credit. If a student does not receive a (C), the student may request permission from the Field Education Committee to repeat the course as per the BSW Field Manual. Students will have the opportunity to repeat the course only one time. In addition, a student who is permitted to repeat the field practicum course and does not achieve a “C” in the repeated course will be dismissed from the major.

Topical Outline - Meeting Dates & Assignments:

| Field Seminar Schedule | Seminar Agenda | Items Due |
|---|---|--|
| August 27th Time/Location TBD | Discussion on 1 st day in field Discussion on Course Pack Assignment – EPAS Competency 1 Developing Your Learning Agreement | Course Pack Reading & Assignments |
| September 10th Time/Location TBD | Discussion on Course Pack Assignment – EPAS Competency 1 cont. | Learning Agreement (Signed by field instructor) Course Pack Reading & Assignments Two-Minute Presentation |
| October 8th Time/Location TBD | Discussion on Course Pack Assignment – EPAS Competency 4 & 5 | Course Pack Reading & Assignments Two-Minute Presentation |
| November 5th Time/Location TBD | Discussion on Course Pack Assignment – EPAS Competency 2 & 3 | Course Pack Reading & Assignments Two-Minute Presentation |
| December 3rd – No Class, but Items Due by 5pm to Instructor | No Class | Time sheets End of Semester Fall Student Evaluation Signed by Field Instructor |

| | | |
|---|----------------------------|---------------------|
| December 10th - Final Exam Slot – Time/Location TBD | End of Semester Reflection | No Items Due |
|---|----------------------------|---------------------|

Instructions for Assignments:

Learning Agreement (15 pts): Each student will complete a Learning Agreement which will serve as your own personal syllabus for learning during your field placement. This should be done in conjunction with your field instructor. The instructor will review this assignment during the August Field Seminar and it is due by the September Seminar.

Site Visit Progress Notes (2 @ 15 pts each): Each student will utilize the Site Visit Progress Note form to identify and describe tasks the student has been engaging as related to the 10 CSWE - EPAS Competencies. The student should describe their progress and field tasks on the grid/chart portion of the form. The form will be used as a basis for discussion during the faculty liaison’s site visit or phone/SKYPE contact. The student must upload a copy of the completed grid on the form to Moodle one week prior to the contact.

Course Pack Reading & Homework Assignments (4 @ 10 pts each): Each student must complete assigned Course Pack reading with the corresponding assignments and discuss this information with their field instructor prior to coming to class. The Course Pack should be brought to each Field Seminar. The Course Pack reading and assignments will provide a basis for class discussion and for fruitful dialogue with your field instructor. The reading and assignments are, in part, intended to help ensure that you are regularly discussing the 10 EPAS competencies (i.e. - human behavior, ethics, policy, social justice, etc.) with your field instructor, as these are the areas that you will be evaluated on at the end of the semester.

Two-Minute Presentations (3 @ 5 pts each): Each student should be prepared to present for two-minutes in the September, October, and November Field Seminar Classes on the following topics.

September – Identify the name of your agency, its mission, services, location and populations served. What is one contribution you hope to make to the organization this year?

October – Do you think your field instructor would say that you are a person who sees the glass as half full or half empty? Why do you think so? How might this work for or against you in field placement?

November – Finish one of the following statements in relation to field placement:

Right now I need...

Next semester I will take a risk and...

I am afraid...

One bad habit I need to work on is...

This semester...

I have learned...

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Course Credit Workload

This 5 hour-credit course requires 1 hours of classroom or direct faculty instruction and 16 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/up-501>. 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.

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Religious Accommodation:

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Office of Disability Services - 704-687-4355

Office of Multicultural Academic Services – 704-687-4759

Veteran Student Outreach – 704-687-0354

Important Note to Students:

This is also a course which has a clinical field component.

The student is responsible for complying with requirements in affiliation agreements affecting the student in clinical setting experiences.

If there is a disaster (i.e., fire, bomb threat) or any event at an agency that results in a student being unable to engage in the clinical educational responsibilities, please report the disaster or event to Susan Marchetti, Coordinator of Field Education, Department of Social Work, CHHS 489B, (704-687-7932) or smarche3@uncc.edu

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Spring 2014

Course Number and Title: SOWK 3484 (Section 001): Field Practicum II

Course Credit, Days/Time, Location: 6 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: **Ms. Amy Barsanti, CMSW, MSW, BSW**
Office - 489A Department of Social Work – CHHS
Office Hours - Posted outside my office & by appointment
Phone - 704-687-7930
E-mail - abarsanti@uncc.edu

Catalog Description including Pre-requisites and/or Co requisites:

Prerequisites: Upper Division standing, SOWK 3181, SOWK 3182, SOWK 3482
Co-requisites: SOWK 3184

Course Description: Students will complete an approved supervised field experience and concurrently participate in a field seminar to reinforce and enhance their field experiences. This course follows successful completion of SOWK 3482.

**Course Credit
Work Load**

This 6 hour-credit course requires 1hours of classroom or direct faculty instruction and 16 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.

Course Objectives: Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of successful completion of SOWK 3484 (Field Practicum II), students must be able to demonstrate attainment of the following competencies and their associated practice behaviors (the practice behaviors are outlined on the student's Learning Agreement and End of Semester Evaluations):

1. (2.1.1) Identify as a professional social worker and conduct oneself accordingly.
2. (2.1.2) Apply social work ethical principles to guide professional practice.
3. (2.1.3) Apply critical thinking to inform and communicate professional judgments.
4. (2.1.4) Engage diversity and difference in practice.

5. (2.1.5) Advance human rights and social and economic justice.
6. (2.1.6) Engage in research-informed practice and practice-informed research.
7. (2.1.7) Apply knowledge of human behavior and the social environment.
8. (2.1.8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. (2.1.9) Respond to contexts that shape practice.
10. (2.1.10) Engage, assesses, intervene and evaluate with individuals, families, groups, organizations, and communities.

It is also expected that the student intern will:

1. Participate in field placement a minimum of 16 hours per week during the fall semester and participate in field placement a minimum of 24 hours during the spring semester through Field Practicum II.
2. Notify the field instructor and field liaison prior to the start of work on any day that the student is unable to attend field work duties.
3. Develop a learning contract acceptable to the student, field instructor, and faculty liaison.
4. Work with a sufficient number of clients so that the competencies in the course objectives can be met.
5. Work with a variety of clients and problem situations.
6. Work directly with individual, families, and small groups.
7. Participate in a minimum of one one-hour-long supervisory conference each week.
8. Integrate classroom learning with the field experience.

Organization of this Course:

The Department of Social Work at UNC Charlotte defines generalist social work practice as the professionally responsible application of knowledge, research findings, and skills with a commitment to working with clients and implementing interventions at multiple levels (e.g. individuals, families, groups, organizations, communities, and society).

Seminar will provide the opportunity for students to share their experiences, review social work knowledge, values, and skills covered in previous courses, and apply this information to the professional practice of social work developing concurrently in their field setting. Through discussions in this course, the student will be challenged to evaluate his/her practice, utilize him/herself in a disciplined and knowledgeable way, and gain knowledge and skills of the helping process and the larger environmental systems. This course will explore the knowledge and skills of social work practice necessary for understanding and intervening with a variety of organizations and communities on behalf of clients/consumers/customers and the profession. This course is an "O" course and meets the oral

communication requirement of the university.

Course Policies:

NASW Code of Ethics: 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.

Seminar Preparation/Participation: *This is a seminar class. Thus a significant portion of time will be spent in active participant discussion.* Students are expected to actively contribute to discussion topics. Examples of positive seminar participation include the following:

30. Enthusiastic participation in discussion and exercises
31. Responding to questions posed in class.
32. Asking thoughtful questions.
33. Being a respectful listener when others are speaking.
34. Appropriately presenting alternative views to those raised by others.
35. Making comments that encourage others to speak.
36. Offering comments that clarify or summarize ongoing discussion.
37. Discussing connections you discover between materials in the course and field work.

Disruptions during Seminar Classes: Disruptions during the class period (e.g., arriving late, leaving and returning to the room during class, text messaging on cell phones, working on assignments for other classes, using Facebook during class, etc.) interfere with the focus and continuity of the class. Therefore, please keep disruptions to a minimum. This course does not require the use of a laptop computer during class and, therefore, computers should not be in use during seminar. Please keep cell phones on vibrate or turned off.

Professional Social Work Conduct: Students are expected to demonstrate professional social work conduct in Field Practicum II. Conduct that is unprofessional may result in performance reviews (Level I, II or III) and/or Field Practicum II grade reductions. In accordance with the BSW Field Manual (pages 20-21), examples of professional social work conduct **include, but are not limited to** the following:

Inappropriately sharing confidential information about a client, such as discussing details about clients with friends, families, or co-workers; possessing case files during non-business hours.

Failing to elicit informed consent from the client or other responsible party, such as not telling clients your role in the agency as an intern, not telling clients about specific intervention choices available to them, not telling the client about your intention to tape an interview, or conducting research without informing clients that they are subjects.

Violating a client's right to self-determination by pressuring the client to conform or coercing the client to make specific choices suggested by the social worker.

Relating to colleagues and/or agency personnel in a disrespectful manner, such as disregarding agency rules or policies, or being consistently late with agency assignments.

Engaging in illegal behavior such as carrying or using a concealed weapon without a permit, theft, distribution of a controlled substance, or aiding a client in illegal activities.

Being under the influence of alcohol or other substances that alter behavior or judgment during school or field activities.

Developing relationships with clients, field instructors, or instructors without respecting professional boundaries, such as developing a friendship that conflicts with professional roles; or developing a romantic and/or sexual relationship with a current or previous client, supervisor, instructor, or members of their immediate family.

Treating others with disrespect (including students, faculty, staff, clients, supervisors, and others) by not making efforts to understand and value the differences and similarities of other people.

Not working to eliminate personal prejudices based on race, ethnicity, gender, age, social class, sexual orientation, or ability level.

Making judgments about others based on stereotypes and other biases related to race, ethnicity, gender, age, social class, sexual orientation, and ability level, instead of considering them as individuals with strengths and abilities.

Using derogatory or demeaning language toward students, faculty, clients or others, particularly making negative references to race, ethnicity, gender, age, social class, sexual orientation, or ability level.

Committing physically or verbally violent acts toward students, faculty, clients, or others that are motivated by a person's race, ethnicity, gender, age, social class, sexual orientation, or ability level. Examples include name-calling and encouraging others to use negative words or actions.

Unwillingness to explore one's own stereotypical beliefs, biases, and discriminatory actions. For example, being unwilling to participate in class discussions with particular students or to hear constructive feedback from others; or opposing a field assignment with a particular client group because of their race, ethnicity, gender, age, social class, sexual orientation, or ability level.

A hostile, resistant attitude toward learning, as demonstrated by not participating in supervisory sessions, or being unable to accept constructive criticism or complaints from clients or agency staff.

Chronic absenteeism or tardiness in the field placement without notifying the field instructor, particularly in violation of the student's contract

A personality unsuited for social work through the demonstration of inappropriate behaviors toward others, including verbal or physical aggressiveness, ignoring or being indifferent to a client's distress, or displaying other inappropriate behavior towards clients.

Emotional immaturity or unusual naiveté as demonstrated by the inability to set boundaries with the clients, which may result in unauthorized service to clients.

Other behaviors that are emotionally damaging to clients, such as not keeping appointments or following through on case plans.

Emotional problems or needs that interfere with the student's ability to work with clients, such as over-identification with clients, which may result in inappropriate emotional reactions such as excessive crying or anger.

A disregard for agency rules and policies, such as a failure to document activities according to agency rules, lateness with agency assignments, and a lack of respect for positions of authority in the agency.

In addition, if the student experiences a problem in his or her field placement, it would be considered unprofessional and unacceptable for the student to walk out of the placement. ***Walking out of your field placement will result in a Field Practicum II grade reduction.***

Professional and ethical behavior, in addition to the ability to use critical thinking prior to taking actions, is essential for success in field placement. ***If a student's field placement is terminated by the agency due to unprofessional behavior, unethical behavior, poor field performance, or because of actions taken by the student that result in, or could have resulted in, what the agency perceives to be as potentially negative consequences for the agency or its clients, it will result in a Field Practicum I grade reduction, up to a failing grade. In other words, being terminated from a placement, or***

terminating a placement on one's own, will result in a grade reduction, up to a failing grade. The course instructor will determine the grade in consultation with the field instructor and utilizing the end of semester evaluation as a guide. The Field Office is not obligated to seek another placement for a student who terminated his or her placement, or whose placement was terminated by the agency for reasons stated in this paragraph.

38.

Email Accounts: Students are expected to maintain and regularly check their UNCC email accounts in order to facilitate communication between the professor and students. Your UNCC email account is your official address through which you will receive official University notifications, news, and updates.

SKYPE Accounts & Webcams: Students are required to create a SKYPE account for the purpose of virtual field site visits. Students are required to check out a webcam from CHHS Health Informatics, if they do not own a webcam and to return it by May 2013.

Time Sheets: Each student will keep track of field hours using the field Time Sheet. Time Sheets must be signed by Field Instructors and available at each Seminar for review. ***The student's final grade will not be submitted without receipt of signed the semester's Time Sheets as verification of field hours.***

Attendance: Class attendance and punctuality are evidence of professionalism. You are expected to arrive on time and remain for the entirety of the class. This is a seminar class that only meets once per month, so it is expected that each student will attend all classes. ***Your grade will be reduced by one letter grade if you are late or leave class early more than 2 times during the semester. Your grade will be reduced by one letter grade if you miss a class. You may request, in advance, to attend a different class during a particular month, if you need to miss the class date. The instructor reserves the right to decline this request.*** The purpose of this attendance policy is to help students transition into workplace where employees are expected to be fully present and on-time during their work hours.

Policy Regarding Late, Missing or Incomplete Written and Oral Assignments: Students should have ample time to prepare their schedules to accommodate written and oral assignments since they are assigned in advance. A student should notify the instructor before the due date to discuss an extension if there are extenuating circumstances (personal illness or death in family). Other than extenuating circumstances which have been approved on an individual basis by the instructor, ***each late*** written assignment will result in ***three points*** being deducted from the written assignment grade. Submitted assignments that are ***missing required components*** will be considered incomplete and result in a ***one to three point deduction***. Other than extenuating circumstances which have been approved, in advance, on an individual basis by the instructor, being ***absent from seminar on the day of a presentation*** will result in a ***zero (0)***. If an assignment is ***not submitted at all***, it will also result in ***zero (0)***. The purpose of this policy regarding written and oral assignments is to help students transition into the workplace where reports and documentation will be expected to be complete and submitted on-time.

For assistance with writing skills, you may contact the University Writing Center at 214 Fretwell, 704-687-4357 or at www.uncc.edu/writing.

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

Teaching Strategies: The seminar component of Field Practicum II will be structured as an interactive workshop intended to mirror peer supervision and supervisory consultation in an agency setting. The

following strategies will be utilized in the classroom for integrating BSW program course work with field: Peer consultation, instructor feedback, evidenced-based student presentations, student facilitated small-group discussions, journaling, written in-class exercises, projects, and guest speakers.

Required Texts: None, but students are required to read the NASW Code of Ethics.

Evaluation Methods:

Students will receive a grade for the Field Seminar component of the course and the Field Placement component of the course. These grades will then be combined for the **Field Practicum II - SOWK 3484 final course grade** using the following grid:

| Field Placement Evaluation Grade | Field Seminar Grade | Final Grade will be |
|----------------------------------|-------------------------|---------------------|
| A | A | A |
| A | B | B |
| A | C | B |
| B | A | B |
| B | B | B |
| B | C | C |
| C | A | B |
| C | B | C |
| C | C | C |
| (A), (B), (C), (D), (F) | D | D |
| D | (A), (B), (C), (D), (F) | D |
| F | F | F |

Grading for the Field Seminar component of Field Practicum II – SOWK 3484 will be determined as follows:

| | |
|---|-------------------|
| Reading & Course Pack Assignments (3 @ 15 pts each) | 45 points |
| Site Visit Progress Competency Note | 15 points |
| BSW Competency Presentation | 20 points |
| BSW Portfolio | 20 points |
| Total | 100 points |

Grading Scale for Field Seminar Component:

| | |
|---------|------------------|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D – Failed Grade |
| 0-68% | F - Failed Grade |

Grading for the Field Placement component of Field Practicum II – SOWK 3484 will be determined as follows: The grade for the Field Placement component of this course will be based on the overall letter grade assigned by the Field Instructor in the student’s fall End of Semester Evaluation, but with the final

grade determined by the Field Liaison. The Field Liaison will give consideration to the student's demonstration of professional social work conduct as described in this syllabus and achievement of the course objectives.

Note: A grade below a (C) is a failing grade, as students in Upper Division must receive a grade of (C) or better in field practicum to receive credit. If a student does not receive a (C), the student may request permission from the Field Education Committee to repeat the course as per the BSW Field Manual. Students will have the opportunity to repeat the course only one time. In addition, a student who is permitted to repeat the field practicum course and does not achieve a "C" in the repeated course will be dismissed from the major.

Topical Outline - Meeting Dates & Assignments:

| Field Seminar Schedule | Seminar Agenda | Items Due |
|--|--|---|
| January Time/Location TBD | Discussion on Course Pack Assignment – EPAS Competency | Course Pack Reading & Assignments |
| February Time/Location TBD | Discussion on Course Pack Assignment – EPAS Competency 1 cont. | Course Pack Reading & Assignments |
| March Time/Location TBD | Discussion on Course Pack Assignment – EPAS Competency 1 cont. | Course Pack Reading & Assignments |
| April Time/Location TBD | Discussion on Course Pack Assignment – EPAS Competency 1 cont. Presentations | BSW Competency Presentations BSW Portfolio |
| May – No Class, but Items Due | No Class | Time sheets End of Semester Student Evaluation |
| May - Final Exam Slot – Time/Location TBD | BSW Celebration | |

Instructions for Assignments:

Site Visit Progress Note (15 pts): Each student will utilize the Site Visit Progress Note form to identify and describe tasks the student has been engaging as related to the 10 CSWE - EPAS Competencies. The student should describe their progress and field tasks on the grid/chart portion of the form. The form will be used as a basis for discussion during the faculty liaison's site visit or phone/SKYPE contact. The student must upload a copy of the completed grid on the form to Moodle one week prior to the contact.

Course Pack Reading & Homework Assignments (3 @ 15 pts each): Each student must complete assigned Course Pack reading with the corresponding assignments and discuss this information with their field instructor prior to coming to class. The Course Pack should be brought to each Field Seminar. The Course Pack reading and assignments will provide a basis for class discussion and for fruitful dialogue with your field instructor. The reading and assignments are, in part, intended to help ensure that you are regularly discussing the 10 EPAS competencies (i.e. - human behavior, ethics, policy, social justice, etc.) with your field instructor, as these are the areas that you will be evaluated on at the end of the semester.

BSW Competency Presentation (20 pts): The purpose of this assignment is to develop the student's oral communication skills and for the student to demonstrate mastery of BSW Program content. It is a requirement of the Council on Social Work Education that students earning the BSW degree be competent to practice. Utilizing CSWE's list of 10 competencies and associated practice behaviors posted in Moodle, deliver a **7 minute** presentation during April Field Seminar that identifies and expands upon three areas you have developed competency in this year. Students may choose to showcase their BSW Portfolio's as part of their presentation. The presentation grading rubric will be posted in Moodle. ***If you are not present or prepared to present on the presentation date, you will receive a zero.***

BSW Portfolio – 20pts: The purpose of this assignment is for the student to create a social work portfolio in preparation for future job interviews and as a way to synthesize field experiences with course work. The Portfolio Grading Rubric, posted on Moodle, will outline the items required for the portfolio.

UNIVERSITY, COLLEGE AND DEPARTMENT POLICIES

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/up-406>.

Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC

Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/up-407>. Students are expected to report cases of academic dishonesty to the course's instructor.

Course Credit Workload

This 6 hour-credit course requires 1hours of classroom or direct faculty instruction and 16 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/up-501>. 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. All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). 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/up-409>. 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/calendar>)

Campus Resources:

Counseling Center – 704-687-2105

Career Center - 704-687-2683

Writing Resource Center – 704-687-3506

Multicultural Resource Center – 704-687-3865

Atkins Library – 704-687-2030

Office of Disability Services - 704-687-4355

Office of Multicultural Academic Services – 704-687-4759

Veteran Student Outreach – 704-687-0354

Important Note to Students:

This is also a course which has a clinical field component.

The student is responsible for complying with requirements in affiliation agreements affecting the student in clinical setting experiences.

If there is a disaster (i.e., fire, bomb threat) or any event at an agency that results in a student being unable to engage in the clinical educational responsibilities, please report the disaster or event to Susan Marchetti, Coordinator of Field Education, Department of Social Work, CHHS 489B, (704-687-7932) or smarche3@uncc.edu

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
College of Health and Human Services
Department of Social Work

Fall 2014

Course Number and Title: SOWK 3988 Research II

Course Credit, Days/Time, Location: 3 Undergraduate Credits
Days/Time & Location TBD

Faculty Information: TBD

Catalog Description including Pre-requisites and/or Co requisites:

Prerequisites: SOWK 3900

Co-requisites: SOWK 3182 & SOWK 3482

Course Description: Students will comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Expanded Course Description:

This is the second course of a two-semester sequence that introduces students to the types of research methods and data analysis used by social workers. The organizing theme of the two courses is the relationship between research and social work practice. Both the critical evaluation of research literature and the production of research are stressed. Specification of research problems, designs, and the generation of hypotheses or research questions plus the types of sampling choices, measurement issues, and data collection instruments were addressed in the first semester. This semester students will learn about data processing, analysis and interpretation and the utilization of computers for data analysis.

Course Credit 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 quizzes and exams.

Course Objectives: Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of successful completion of SOWK 3988 (Research methods II), students should be able to demonstrate the ability to:

1. (2.1.3) Apply critical thinking to inform and communicate professional judgments by
 - a. Analyzing models of assessment, prevention, intervention, and evaluation;
2. (2.1.6) Engage in research informed practice and practice informed research by
 - a. Using practice experience to inform scientific inquiry and
 - b. Using research evidence to inform practice.
3. (2.1.10) Professional practice involves dynamic and interactive processes of assessment and evaluation at multiple levels by
 - a. Examining how to collect, organize, and interpret data

Secondary Objectives

1. introduction to quantitative data analysis utilizing SPSS for Windows
2. Introduction to interpreting of research findings
3. Knowledge of the specific types of program and practice evaluations
4. knowledge about how the political factors, the agency context of a program, and evaluation methods have potentialities and constraints for conducting quality evaluations.
5. informed about the value and usefulness of program and practice evaluations for the administration of an agency, program planning and development, strengthening professional practice, and being accountable to regulatory and funding agencies.
6. knowledge about how both qualitative and quantitative research methods are used in conducting evaluations.
7. informed about the range of options in design and technique available for conducting both program and practice evaluations.
8. knowledge about the basic assumptions inherent in the evaluation process and the influence of gender, race, ethnicity, social class, sexual orientation, age, disability, and other factors on the research process.
9. informed of the ethical issues involved in conducting and reporting evaluation research, including the social work values and ethics that are pertinent to conducting and monitoring a research study.

Department or Course Policies:

Expectations of Students:

1. **NASW Code of Ethics**: 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.
2. **Attendance and Punctuality** - Class attendance is expected to be **consistent and punctual**. Students who arrive late, leave early, or have unexcused absences will not earn full credit for the week's participation grade. An excused absence requires a university-approved document such as a physician's statement or jury summons. Students must sign the class roster each class period in order to be counted present.
3. **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.

4. **Computers** - Due to the high degree of class participation and in order to help foster an atmosphere whereby maximum learning can take place, computers should only be used for note-taking related to the course or to look up information that will be shared out loud with the class. Students should refrain from using their computers for non-course related activities (i.e. - to complete assignments for other courses, to use facebook, to send emails or to surf the internet). Students who choose to engage in non-course computer related activities over choosing to participate in class activities will not earn full points for participation.

5. **Missing Assignments & Absences on Presentation Due Dates** – Late quizzes, assignments, and exams will not be accepted and will result in a zero. Being absent for a scheduled presentation will result in being assigned a zero. The instructor may make an exception on an individual basis for a documented emergency, such as a serious illness that results in a hospitalization or a death in the family.

6. **Email Accounts** - Students are expected to maintain and regularly check their UNCC email accounts in order to facilitate communication between the professor and students.

7. **Reading & Class Discussion** - Students are expected to have read and thought about the assigned readings. Participation in class discussions is expected. Examples of enthusiastic 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.
 - Making contributions that demonstrate connections you discover between material in the course and other experiences you have had.
 - Contributing consistently and meaningfully to the class activities, exercises and discussion.

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

Teaching Strategies: This course will consist of a combination of lectures, break-out group discussions, class exercises/activities, guest speakers, presentations, projects, and service to the community.

Required Reading & Text: Ginsberg, L. (2001). *Social work evaluation: Principles and methods*. Boston: Allyn and Bacon. (ISBN: 0-205-30495-8)

Evaluation Methods:

| | |
|------------------------|-------------------|
| Code Book Construction | 10 percent |
| Research Questions | 15 Percent |
| Group Presentation | 10 percent |
| Quizzes | 35 percent |
| Research Proposal | 30 points |
| Total | 100 points |

The grading scale for this course is as follows:

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=below 60

Topical Outline, Reading Schedule, & Assignments Due Dates:

| Topic & Reading Schedule | Assignments Due |
|--|------------------------------|
| Introduction | January 11 |
| The research process: quantitative and qualitative | |
| Course overview | |
| Assignments and grading | |
| Texts and bibliography | |
| Research proposal format | |
| Introduction to EHS Fathers Study Data | |
| Data processing Quantitative data | January 18 |
| From questionnaire to code book | |
| Questionnaire pre-coding | Chapter 1 & 2 |
| The data matrix | |
| Developing variable categories/values | |
| Revisiting levels of measurement | |
| SPSS for Windows Overview | January 25 |
| Introduction | |
| Organizing Data | |
| Coding & Defining Variables | Chapter 3 |
| Data Entry and Analysis | |
| Importing Data | |
| Merging Data Files | |
| Descriptive Statistics | Chapter 7 |
| Data Presentations - Tables and Graphs | |
| Measures of Central Tendency | February 1 |
| Standard Scores | |
| Selecting Subgroups | Chapter 4 |
| Select Cases Commands | |
| Recoding Variables | |
| Computing New Variables | |
| Reliability Analysis | |
| Hypothesis Testing | |
| Statistical significance vs. substantive findings | Assignment 1 February 8 |
| How to choose an appropriate test | Due! |
| Probability | LAB |
| Asking testable research questions | |
| Measures of association | February 15 |
| Crosstabs | |
| Correlation | Chapter 8 & 10 |

| | | | |
|--|------------------------|---|-----------------|
| Test of prediction Regression | | | February 22 |
| | | | Chapter 15 & 16 |
| Tests of Significant Difference | | | February 29 |
| Multivariate Tests T-Tests ANOVA | | | Chapter 11 & 12 |
| Data processing Qualitative data Transcribing data Content Analysis Coding Content Analysis | | | March 14 |
| Lab Time | Assignment Due! | 2 | March 21 |
| Proposal Development Individual consultation on research proposals | | | March 28 |
| | Assignment Due! | 3 | April 4 |
| | Class Presentations | | |
| Research Ethics In whose interest is research conducted? How will results be utilized? Sensitivity to the issues involved in research related to specific population groups: gender, race, age, physical or mental disabilities, sexual preference | | | April 11 |
| | | | April 18 |
| Research Proposals Due! | | | April 25 |

UNIVERSITY, COLLEGE AND DEPARTMENT POLICIES

University Policies:

Code of Student Responsibility:

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Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or <http://legal.uncc.edu/policies/up-407>. Students are expected to report cases of academic dishonesty to the course's instructor.

Course Credit Workload

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

Fall 2013

Course Number and Title: SOWK 3199 Professional Behaviors, Ethics & Communication
Course Credit: 3 Undergraduate Credits
Days/Time TBD & Location TBD

Faculty Information: TBD

SOWK 3199 **Catalog Description including Pre-requisites and/or Co requisites:**
Prerequisites: Upper Division standing
Corequisites: SOWK 3120 & SOWK 3133

Course Description: Students will explore issues related to professional values, professional identity, continual learning, and best practices for social workers in a variety of practice situations.

Expanded Course Description:
Practitioner comportment, communication, boundaries, and professional development are explored. The NASW Code of Ethics and the Department's Professional Standards for Social Work Education are integrated into introductory professional practice concepts. Students are introduced to self-exploration of personal values and professional values in practice situations, including the experiences in the concurrent SOWK 3133 and the SOWK 3201 courses.

Course Credit 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 quizzes and exams.

Course Objectives: Objectives for the course are aligned with the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). Below is a list of course objectives with corresponding competency numbers from EPAS. As a result of successful completion of SOWK 3199 (Professional Behaviors, Ethics & Communication), students should be able to demonstrate the ability to:

1. (2.1.1) Identify as a professional social worker and conduct oneself accordingly by
 - Practicing reflection and self correction to assure continual professional development towards identity as a social worker

- Attending to professional roles and boundaries in practice with clients, colleagues, professional settings, and in public service as a professional.
 - Demonstrating professional conduct including behavior, appearance, demeanor, and communication
 - Engaging in career-long learning including use of supervision and consultation to support professional growth.
2. (2.1.2) Apply social work ethical principles to guide professional practice by
 - Recognizing and managing personal values in a way that allows professional values to guide practice
 - Making ethical decisions by applying standards of the NASW Code of ethics to practice situations
 - Tolerating ambiguity in resolving ethical conflicts
 - Applying strategies of ethical reasoning to arrive at principled decisions,
 3. (2.1.9) Respond to contexts that shape practice by
 - Applying professional values and ethics to situations involving promotion of sustainable changes in service delivery and practice to improve the quality of social services
 - Applying of professional values and ethics to situations involving engagement, assessment, intervention, and evaluation of service to individuals, families, groups, communities, and organizations

Course Policies:

Expectations of Students:

1. **NASW Code of Ethics**: 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.
2. **Attendance and Punctuality** - Class attendance is expected to be **consistent and punctual**. Students who arrive late, leave early, or have excessive unexcused absences will lose 3 points off the final course grade per unexcused absence. Students are allowed 2 unexcused absences for a 2 day a week course, one unexcused absence for a one day a week course. After that, any excused absence requires a university-approved document such as a physician's statement or jury summons. Contact the instructor for consideration of other reasons for being absent from class. Students must sign the class roster each class period in order to be counted present.

Cell Phones and Computers - Due to the high degree of class participation and in order to help foster an atmosphere whereby maximum learning can take place, computers should turn off all electronic devices in the class. With advance permission from the instructor, students may place their cell phones on vibrate mode to receive an emergency call during class.

3. **Missing Assignments & Absences on Presentation Due Dates** – Late quizzes, assignments, and exams will not be accepted and will result in a zero. Being absent for a scheduled presentation will result in being assigned a zero. The instructor may make an exception on an individual basis for a **documented emergency**, such as a serious illness that results in a hospitalization or a death

in the family.

4. **Email Accounts** - Students are expected to maintain and regularly check their UNCC email accounts and the class Moodle page in order to facilitate communication between the professor and students.
5. **Reading & Class Discussion** - Students are expected to have read and thought about the assigned readings. Participation in class discussions is expected. Examples of enthusiastic 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.
 - Making contributions that demonstrate connections you discover between material in the course and other experiences you have had.
 - Contributing consistently and meaningfully to the class activities, exercises and discussion.

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

Teaching Strategies: This course will consist of a combination of lectures, break-out group discussions, class exercises/activities, guest speakers, presentations including role plays.

Required Reading and Text: Students will be required to read the text as well as supplemental articles and to view all video materials shown in class or as part of an assignment. The class has a Moodle web page on which class materials, exercises, assignments and some articles are posted throughout the semester.

Text: TBD

Evaluation Methods:

| | | |
|--|----------------|------------|
| 4 Exams | 10 points each | 40 points |
| Ethical Dilemma Assignments | | 15 points |
| Group Role Play Assignment | | 15 points |
| Advocacy Letter | | 15 points |
| Personal vs. Professional Ethics Essay | | 15 points |
| Total Course Points | | 100 points |

The grading scale for this course is as follows:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=below 60

Topical Outline, Reading Schedule, & Assignments Due Dates:

Assignments & Topics

This Assignment meets Objective 1 (15 points)

Topic 1 Professional Standards

This early assignment introduces the students to the Professional Standards and relates student behavior to ethics of the profession.

Vignettes will be presented for students to review and explore regarding professional relationship, boundary, and values dilemmas; student groups will use the UNCC Professional Standards for Social Work Education (in BSW Student Handbook and on Moodle) as a basis for the student to address professionalism in the present context, early in the semester. The instructor will assign each group a vignette such as:

- Student and class instructor disagree on reasonable accommodations for the student to manage coursework and personal responsibilities at home.
- Student and another student disagree on how to manage a group project for the policy class presentation.
- Students believe the department grievance policy is ineffective
- A student is known by classmates to exaggerate illness to be excused from class responsibilities; they resent the lack of participation in class projects.
- A student witnesses another student bullying

A grading rubric to be distributed will clarify grading points for group clarity in illustrating the standard, organization of the presentation, thorough explanation to the class of the standard and how it relates to social work practice behaviors.

Present case vignettes related to the standards discussed in class for the student response on an exam.

This assignment meets objective 1 (15 points)

Students teach the class about translating values to ethical practice.

Small student groups role play episodes of situations that include values and ethics violations. Others in the class observe and comment, identifying which behaviors are unprofessional and why. The role playing students confirm the elements of their role play and discuss their own experience around personal and professional behavior. For instance, “I would say this to my brother but not my client” or “this is difficult to say to someone as old as my grandmother.” The student group then adjusts their behavior in the same situation to include appropriate professional behavior. Role playing students again discuss their presentation and experience of more professional behavior. Questions for the group are invited from the class.

A grading rubric will be distributed for this assignment to include the organization, clarity, and thoroughness of the role play.

Topic 2 Social Work Ethics

Present case vignettes related to the ethics discussed in class for the student response on an exam.

This assignment meets Objective 2 (15 points)

Students consider how they will reconcile their own values with those of the profession when they are not consistent.

Several current events (TBA) which include ethical dilemmas are presented and each student responds to one of them (for which the student is conflicted) with a 3 page essay including:

- Their own values around the issue (juveniles in adult courts for instance)
- Their interpretation of what the social work professional ethics would require in the situation
- Why they believe this is a conflict for them
- How they might use consultation to resolve the conflict
- How they expect they will resolve the dilemma in practice situations

Each of the 5 points should be covered with clarity and thoughtfulness for full points.

Topic 3 – Understanding NASW Code of Ethics

Provide test questions on an exam for understanding of the NASW Code of Ethics.

This assignment meets Objectives 1 and 3 (15 points)

Write a letter to a policy maker regarding concerns about the service delivery system in a human services agency. The 1 and one half to two page letter may address any level of service delivery, macro, mezzo, or micro. The letter must:

- Be in a formal format according to samples provided by the instructor and APA formal letter standards, including the addressed envelope.
- Students are to cite the NASW Code of Ethics in their letter and address the concern related to a violation of the Code
- Students must identify themselves as a BSW student at UNCC
- Students must present an idea for improvement at whatever level their concern (macro, mezzo, or micro)
- Students must articulate their ideas using good grammar, perfect spelling, clarity and logical flow of ideas, and tone of professionalism in sharing concerns.

Students must correct their drafts to an appropriate standard. Work is returned to the student until satisfactory and the letters will be mailed. Note that the grading rubric to be distributed rewards students who produce a good letter earlier rather than many drafts later. All five elements must be included in the letter for full points.

Provide exam questions related to ethical behaviors related to changing systems of delivery on each of the 3 levels

Topic 4 Using supervision and consultation

Objective 1 d Engage in career-long learning including use of supervision and consultation to support professional growth

Lecture on how to make effective use of supervision to enhance student's professional growth. Highlight the importance of developing relationships with supervisors and professors who serve as social work role models; discuss the importance of how to craft an agenda for supervisor sessions. Lecture on the main responsibilities of supervisors and common problems faced by supervisees.

Class Exercise: Have students complete a self inventory about their beliefs and attitudes on supervision and consultation (use the self inventory in chapter 9 of *issues and Ethics in the Helping Professions* by Corey, Corey & Callanan (5th edition).

Class Exercise: Role Play a situation that involves a supervisor asking a supervisee to provide an intervention that is beyond the scope of the supervisee's training and experience. The supervisor believes students learn best by "jumping in the water and either sinking or swimming". Another role play situation involves a supervisor who is difficult to reach and rarely keeps his/her appointments with supervisees. After the role plays discuss the ethical issues involved and ways to deal with inadequate supervision and/or inaccessible supervisors.

Class Exercise: Students will be given a case scenario which includes an ethical dilemma. They will prepare a mock agenda for a supervisory session. Students will identify specific questions they would ask supervisors about how to proceed with the case.

Case Scenario: You are a child welfare worker who receives a call from an elementary school teacher that one of the children with whom you are working came to school with bruises. You have been working with the child and his parents for several weeks because this is not the first report of neglect and abuse with the child. You must create a plan of action for responding to this report. You recognize you have to address these issues immediately but you also want to maintain a trusting relationship with the family that is strengths based and solution focused. What specific questions will you have for your supervisor about how to intervene? Remember all your actions must be guided by the agency's ethical mandate that safety of children will be ensured.

Topic 5 – Professional Organizations

Lecture on the importance of joining professional organizations such as NASW and attending meetings/conferences that will expose students to the social work profession. Discuss of how attendance at these conferences and other professional meetings will strengthen students' professional identity and show students understand the importance of career-long learning.

Homework Assignment: Students will identify/research the advantages of joining NASW and one other professional organization that is of interest to the student and be prepared to share what they have researched in class. Students will identify why membership in these organizations is important. For example, students who are interested in working with individuals/families struggling with domestic violence may choose to investigate the advantages of joining an organization such as the North Carolina Domestic Violence Advocacy Coalition (NCDAVC)

Other options to evaluate this objective would be to include the following questions on an exam:

Exam question vignette on using supervision and/or consultation about an ethical dilemma involving a colleague who chooses not to report a child abuse case to DSS. Example: One of your social work colleagues tells you that one of her 12 year old clients disclosed that her father has been sexually touching her in their home at night. The client begs the worker not to tell anyone especially the client's mother until the client can find a way to tell the mother herself. Your colleague tells you she/he is going to call

the mother and find out what is going on before DSS is contacted because the 12 year old asked the worker to keep this a secret. What questions would you want to address with your supervisor about this situation?

Exam question vignette on using supervision and/or consultation about an ethical dilemma involving a colleague who doesn't uphold clear boundaries with a client. Example: A male social worker colleague tells you he has been assigned to work with a female client he previously dated. The male social worker is considering providing services to the client because their relationship ended over a year ago. He asked you not to mention to anyone in the agency about his prior relationship with the client. What questions would you want to address with your supervisor about this situation?

Topic 6 – NASW Code of Ethics in Practice Situations

Objective 2 b Make ethical decisions by applying standards of the NASW Code of Ethics to practice situations

Case Studies: Provide students with several case studies of practice situations that require they apply ethical standards.

- A. The Case of John – John tells his social worker that he is upset his daughter is marrying a man of another race. John is threatening to “disown” his daughter if she marries this man. John does not know that the social worker is in an interracial marriage. The worker discloses this to John and lets him know she has difficulties with his prejudices.
- B. The Case of Emily – Emily suffers from a chronic, debilitating disease with no hope of improvement. She is in constant pain. Emily tells her social worker she is considering ending . her life. Her parents deeply believe that this is wrong. Emily tells the worker she has a plan and wants the worker to talk to her parents.
- C. The Case of Donna – Donna is a school social worker who constantly gets questioned by teachers and school staff about her work with students referred to her. One secretary asked why she was working with one particular student when there were so many other students with more extreme problems. One teacher questioned why Donna wanted to put a couple of students in a support group at the school.

Multiple Choice Exam Questions

A social worker is at a party that is attended by a neighbor of one of the worker's clients. The neighbor wants to know if the worker is providing help to the client with his substance abuse problems. The social worker should do which of the following:

- A. Tell the neighbor he/she is helping the client
- B. Explain to the neighbor it is not appropriate to discuss any client with her.
- C. Tell the neighbor he/she is helping the client and ask the neighbor about the client's problem.
- D. Ask the neighbor if the client's wife is supporting the intervention plans the worker has established with the client.

You provided service to a client 5 years ago. A worker from another agency is now seeing this client and called your agency to request information about the client's prior treatment with you. This worker does not have the client's written consent to request information. The first thing you should do is:

- A. Provide the information without the client's consent.
- B. Provide the information after consulting with your supervisor.
- C. Deny the request because of the absence of written consent from the client.
- D. Provide the information if the client gives you verbal consent over the phone.

Topic 7 Resolving ethical conflicts

Objective 2 c Tolerate ambiguity in resolving ethical conflicts

Lecture on value dilemmas that expose students to the idea that in some cases there are no prescribed right answers. Ask questions that help students think about the role of their values in work with clients: If you think your client is making a "bad decision", would you express your concerns? Do you think you must have had similar life experiences to your clients to understand their values? Do you think there might be situations that would require you to refer a client to another professional because of a conflict between your values and your client's values?

Class exercise: Have students make a list of behaviors they judge to be unethical. Have students pair up and discuss what they listed.

Class Exercise: Have students complete a self assessment inventory of their attitudes and beliefs about professional and ethical issues (Use inventory in chapter 1 of *Issues and Ethics in the Helping Professions* by Corey, Corey & Callanan (5th edition). Students can compare their views/answers to the 50 questions on the inventory with their classmates. Students can take the inventory at the beginning of the course and then take it again at the end of the course to see if their attitudes have changed as a result of their experience in the course.

Topic 8 – Strategies of ethical reasoning

Objective 2 d Apply strategies of ethical reasoning to arrive at principled decisions

Assignment that address 2 c and 2 d

Written Assignment (2 pages) (10 points)

Give an example of an ethical dilemma. Write down the dilemma as clearly as you can. Note the population that would be directly affected by this dilemma.

Ex. A hard working immigrant Latino mother and father are found guilty of neglect of their 3 children because they leave their 4 year old and 7 year old with their 12 year old daughter while they work their second jobs at night.

Ex. An HIC positive client refuses to inform his/her sexual partner of the infection

List each of the directions or choices you make to solve the dilemma (removing the children from the home; getting the parents into parenting classes). Do you have a reasonable explanation for the course you plan to take? Write down at least 3 courses of action for resolving or addressing the dilemma.

Brainstorm the implications or outcomes of each of the choices you make (the children being separated from their parents). Write down how you think you will feel about these choices.

Objective 3 b Application of professional values and ethics to situations involving engagement, assessment, intervention and evaluation of service to individuals, families, groups, communities, and organizations

Written assignments that address objective 3 b:

Written Assignment (2 pages) (10 points)

Write a code of ethics for your own social work practice; include statements of what your social work agenda is (to help children and women of DV; to work with families who are poor; to work with families involved with DSS, etc.) Identify your own strengths and limitations as they relate to your professional capacities to work with this particular client population. For example, a strength is that you have some experience working/volunteering in an agency that provides services to DV survivors; a limitation is that you do not have much of a knowledge base about immigrant families who might be experiencing DV. Include statements about how you would engage with your client, how you would use a strengths based approach in all phases of the helping process: engagement, assessment, planning interventions, evaluating/measuring outcomes.

Written Assignment (1 page) (5 points)

Write statements about the ethical principles the agency/organization you plan to work for would live by. These could include never failing to report abuse when you see it; not asking workers to provide treatment/intervention services they are not qualified to deliver such as family therapy, etc. Identify any challenges or barriers you might find in your agency regarding working with multicultural population groups; for example, not always having appropriate interpreters available for non-English speaking and/or deaf clients.

UNIVERSITY, COLLEGE AND DEPARTMENT POLICIES

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/up-406>.

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Office of Multicultural Academic Services – 704-687-4759

Veteran Student Outreach – 704-687-0354

ATTACHMENT 3: PROPOSED CATALOG COPY

Course listing with track changes

| Course Number and Title | Changes in Course Descriptions and Objectives |
|---|--|
| <p>SOWK 1101 The Field of Social Work</p> | <p><u>Changes to Course Description:</u> SOWK 1101 The Field of Social Work. (3) Historical development and philosophy of social work as a profession; personal and societal needs; methods and organizational arrangements; and roles and tasks of social workers. Students will learn about the social work profession, including its history, values, and areas of professional practice. (Fall, Spring, Summer)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input type="checkbox"/> There are prerequisites for this course. <input type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 2182 Human Behavior and the social Environment I</p> | <p><u>Changes to Course Description:</u> SOWK 2182 Human Behavior and the Social Environment. (3) Prerequisite: BIOL1110, BIOL 1110 Lab, SOCY 1101, and PSYC 1101. Prerequisite or corequisite: SOWK1101. Human behavior in the social environment in relation to developmental theory and transitions across the life span. Students will focus on human development within the biological, psychological and social structure as it occurs throughout the life span. (Fall, Summer)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |

| | |
|--|---|
| <p>SOWK 2183 Human Behavior and the social Environment II</p> | <p><u>Changes to Course Description:</u> SOWK 2183 Human Behavior and the Social Environment. (3) Prerequisite: BIOL1110, BIOL 1110 Lab, SOCY 1101, and PSYC 1101. Prerequisite or corequisite: SOWK 2182. Human behavior in the social environment in relation to developmental theory and transitions across the life span. Students will learn the foundational frameworks for understanding human interaction between individuals, families, communities, and larger social systems. (Fall, Summer)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3090 Social Work Topic</p> | <p>SOWK 3090. Topics in Social Work. (1-3). Specialized topics in social work. May be repeated for credit as topics vary. (A list of specific courses offered each term is available through campus course listings.) (Fall, Spring, Summer)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input type="checkbox"/> There are prerequisites for this course. <input type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input checked="" type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3900 Social Work Research I</p> | <p><u>Changes to Course Description:</u> SOWK 3900 Social Work Research I. (3) Prerequisite: Upper Division standing. Introduction to research methods and skills used in social work. Students will be introduced to scientific and ethical approaches to building knowledge while focusing on quantitative and qualitative research methods, research design and sampling techniques. (Fall)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course.</p> |

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|---|---|
| | <p><input type="checkbox"/> There are corequisites for this course.</p> <p><input type="checkbox"/> This course is repeatable for credit.</p> <p><input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program.</p> <p><input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3120. Diversity and Populations-at-Risk.</p> | <p><u>Changes to Course Description:</u> SOWK 3120. Diversity and Populations-at-Risk. (3) Prerequisite: Upper Division standing. Issues of race, ethnicity, gender, sexual orientation, social class, age, and ability in social work practice. Students will analyze issues of race, ethnicity, gender, sexual orientation, social class, age, and ability within social work practice. (Fall)</p> <p><input type="checkbox"/> This course will be cross listed with another course.</p> <p><input checked="" type="checkbox"/> There are prerequisites for this course.</p> <p><input type="checkbox"/> There are corequisites for this course.</p> <p><input type="checkbox"/> This course is repeatable for credit.</p> <p><input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program.</p> <p><input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3181 Practice Methods I</p> | <p><u>Changes to Course Description:</u> SOWK 3181 Practice Methods I. (3) Prerequisite: Upper Division standing. Corequisite: SOWK 3482, SOWK 3482. Corequisite 3900. Generalist social work practice methods with an emphasis on working with individuals. Students will develop competencies in generalist social work practice methods with an emphasis on working with individuals. (Spring)</p> <p><input type="checkbox"/> This course will be cross listed with another course.</p> <p><input checked="" type="checkbox"/> There are prerequisites for this course.</p> <p><input checked="" type="checkbox"/> There are corequisites for this course.</p> <p><input type="checkbox"/> This course is repeatable for credit.</p> <p><input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program.</p> <p><input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |

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| <p>SOWK 3182 Practice Methods II</p> | <p><u>Changes to Course Description:</u> SOWK 3182 Practice Methods II (3). Prerequisite: Upper Division standing, SOWK 3181. Corequisite: SOWK 3484, SOWK 3484, SOWK 3482. Generalist social work practice methods with an emphasis on working with families and groups. Students will develop competencies in generalist social work practice methods with an emphasis on working with families and groups. (Fall)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input checked="" type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3184 Practice Methods III</p> | <p><u>Changes to Course Description:</u> SOWK 3184 Practice Methods III (3). Prerequisite: Upper Division standing and SOWK 3181. Corequisite: SOWK 3484, SOWK 3484, SOWK 3484. Generalist social work practice methods with an emphasis on working with communities and large systems. Students will develop competencies in generalist social work practice methods with an emphasis on working with communities and large systems (Spring)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input checked="" type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits</p> |

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| | <p>hours currently offered by its program.</p> <p><input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3201 Foundations of Social Welfare</p> | <p><u>Changes to Course Description:</u> SOWK 3201 Foundations of Social Welfare (3). Prerequisite: Upper Division standing. History of and current trends in social welfare; values and conflicts that influence social welfare programming. Students will learn about the history of and current trends in social welfare, as well as values and conflicts that influence social welfare programming. (Fall).</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3202 Social Welfare Policy</p> | <p><u>Changes to Course Description:</u> SOWK 3202 Social Welfare Policy (3). Prerequisite: Upper Division standing and SOWK 3201. Nature and development of social welfare policy; implications of policy for program design and service delivery. Students will learn to critically analyze social welfare policy, including policy development and reform processes and outcomes. (Spring)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |

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| <p>SOWK Community Engagement and Outreach</p> | <p><u>Changes to Course Description:</u> SOWK 3133. Community Engagement and Outreach. (3). Prerequisite: Upper Division standing. Corequisite: SOWK 3120 and SOWK 3199. Students will engage in experiential learning in order to effectively prepare them for social work practice with vulnerable populations, and specifically to enhance their ability to build relationships and facilitate access. <i>(Fall)</i></p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input checked="" type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3482 Field Practicum 1</p> | <p><u>Changes to Course Description:</u> SOWK 3482 Field Practicum I (5). Prerequisite Upper division standing, SOWK 3181. Corequisite 3182. Directed field experience two days per week under supervision in selected community agencies. Classroom analysis and discussion of the student field placement experience. Students will complete an approved supervised field experience and concurrently participate in a field seminar to reinforce and enhance their field experiences. <i>(Fall)</i></p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input checked="" type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |

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| <p>SOWK 3484 Field Practicum II</p> | <p><u>Changes to Course Description:</u> SOWK 3484. Field Practicum II (6). Prerequisite: Upper division standing, SOWK 3182 & SOWK 3482. Corequisite: SOWK 3184. A continuation of SOWK 3482, Students will complete an approved supervised field experience and concurrently participate in a field seminar to reinforce and enhance their field experiences. (Spring)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3988 Social Work Research II</p> | <p><u>Changes to Course Description:</u> SOWK 3988. Research II. (3). Prerequisite: Upper Division standing, SOWK 3900. Corequisite: SOWK 3182 and SOWK 3482. Students will comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. (Fall)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input checked="" type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3199 Professional Behaviors, Ethics, & Communication</p> | <p>SOWK 3199. Professional Behaviors, Ethics, & Communication (3). Prerequisite: Upper Division standing. Corequisite: SOWK 3120 and SOWK 3133. Students will explore issues related to professional values, professional identity, continual learning, and best practices for social workers in a variety of practice situations. (Fall)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input checked="" type="checkbox"/> This course is repeatable for credit.</p> |

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| | <p><input checked="" type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program.</p> <p><input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
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Proposed Catalog Copy

| Course Number and Title | Changes in Course Descriptions and Objectives |
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| <p>SOWK 1101 The Field of Social Work</p> | <p><u>Changes to Course Description:</u> SOWK 1101 The Field of Social Work. (3) Students will learn about the social work profession, including its history, values, and areas of professional practice. <i>(Fall, Spring, Summer)</i></p> <p>___ 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. <u> x </u> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 2182 Human Behavior and the social Environment I</p> | <p><u>Changes to Course Description:</u> SOWK 2182 Human Behavior and the Social Environment. (3) Prerequisite: BIOL1110, BIOL 1110 Lab, SOCY 1101, and PSYC 1101. Prerequisite or corequisite: SOWK1101. Students will focus on human development within the biological, psychological and social structure as it occurs throughout the life span. <i>(Fall, Summer)</i></p> <p>___ This course will be cross listed with another course. <u> x </u> There are prerequisites for this course. <u> x </u> 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. <u> x </u> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 2183 Human Behavior and the social Environment II</p> | <p><u>Changes to Course Description:</u> SOWK 2183 Human Behavior and the Social Environment. (3) Prerequisite: BIOL1110, BIOL 1110 Lab, SOCY 1101, and PSYC 1101. Prerequisite or corequisite: SOWK 2182. Students will learn the foundational frameworks for understanding human interaction between</p> |

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| | <p>individuals, families, communities, and larger social systems. <i>(Fall, Summer)</i></p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3120. Diversity and Populations-at-Risk.</p> | <p><u>Changes to Course Description:</u> SOWK 3120. Diversity and Populations-at-Risk. (3) Prerequisite: Upper Division standing. Students will analyze issues of race, ethnicity, gender, sexual orientation, social class, age, and ability within social work practice. <i>(Fall)</i></p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3133 Community Engagement and Outreach</p> | <p><u>Changes to Course Description:</u> SOWK 3133. Community Engagement and Outreach. (3). Prerequisite: Upper Division standing. Corequisite: SOWK 3120 and SOWK 3199. Students will engage in experiential learning in order to effectively prepare them for social work practice with vulnerable populations, and specifically to enhance their ability to build relationships and facilitate access. <i>(Fall)</i></p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input checked="" type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |

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| <p>SOWK 3181 Practice Methods I</p> | <p><u>Changes to Course Description:</u> SOWK 3181 Practice Methods I. (3) Prerequisite: Upper Division standing. Corequisite 3900. Students will develop competencies in generalist social work practice methods with an emphasis on working with individuals. (<i>Spring</i>)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3182 Practice Methods II</p> | <p><u>Changes to Course Description:</u> SOWK 3182 Practice Methods II (3). Prerequisite: Upper Division standing, SOWK 3181. Corequisite: SOWK 3482. Students will develop competencies in generalist social work practice methods with an emphasis on working with families and groups. (<i>Fall</i>)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input checked="" type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |

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| <p>SOWK 3184 Practice Methods III</p> | <p><u>Changes to Course Description:</u> SOWK 3184 Practice Methods III (3). Prerequisite: Upper Division standing and SOWK 3181. Corequisite: SOWK 3484. Students will develop competencies in generalist social work practice methods with an emphasis on working with communities and large systems (<i>Spring</i>)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input checked="" type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3199 Professional Behaviors, Ethics, & Communication</p> | <p>SOWK 3199. Professional Behaviors, Ethics, & Communication (3). Prerequisite: Upper Division standing. Corequisite: SOWK 3120 and SOWK 3133. Students will explore issues related to professional values, professional identity, continual learning, and best practices for social workers in a variety of practice situations. (<i>Fall</i>)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input checked="" type="checkbox"/> This course is repeatable for credit. <input checked="" type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3201 Foundations of Social Welfare</p> | <p><u>Changes to Course Description:</u> SOWK 3201 Foundations of Social Welfare (3). Prerequisite: Upper Division standing. Students will learn about the history of and current trends in social welfare, as well as values and conflicts that influence social welfare programming. (<i>Fall</i>).</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program.</p> |

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| | <p><input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3202 Social Welfare Policy</p> | <p><u>Changes to Course Description:</u> SOWK 3202 Social Welfare Policy (3). Prerequisite: Upper Division standing and SOWK 3201. Students will learn to critically analyze social welfare policy, including policy development and reform processes and outcomes. (<i>Spring</i>)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3482 Field Practicum 1</p> | <p><u>Changes to Course Description:</u> SOWK 3482 Field Practicum I (5). Prerequisite Upper division standing, SOWK 3181. Corequisite 3182. Students will complete an approved supervised field experience and concurrently participate in a field seminar to reinforce and enhance their field experiences. (<i>Fall</i>)</p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input checked="" type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |

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| <p>SOWK 3484 Field Practicum II</p> | <p><u>Changes to Course Description:</u> SOWK 3484. Field Practicum II (6). Prerequisite: Upper division standing, SOWK 3182 & SOWK 3482. Corequisite: SOWK 3184. Students will complete an approved supervised field experience and concurrently participate in a field seminar to reinforce and enhance their field experiences. <i>(Spring)</i></p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3900 Social Work Research I</p> | <p><u>Changes to Course Description:</u> SOWK 3900 Social Work Research I. (3) Prerequisite: Upper Division standing. Students will be introduced to scientific and ethical approaches to building knowledge while focusing on quantitative and qualitative research methods, research design and sampling techniques. <i>(Fall)</i></p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit. <input type="checkbox"/> This course will increase/decrease the number of credits hours currently offered by its program. <input checked="" type="checkbox"/> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
| <p>SOWK 3988 Social Work Research II</p> | <p><u>Changes to Course Description:</u> SOWK 3988. Research II. (3). Prerequisite: Upper Division standing, SOWK 3900. Corequisite: SOWK 3182 and SOWK 3482. Students will comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. <i>(Fall)</i></p> <p><input type="checkbox"/> This course will be cross listed with another course. <input checked="" type="checkbox"/> There are prerequisites for this course. <input checked="" type="checkbox"/> There are corequisites for this course. <input type="checkbox"/> This course is repeatable for credit.</p> |

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| | <p><u> x </u> This course will increase/decrease the number of credits hours currently offered by its program.</p> <p><u> x </u> This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.</p> |
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Department of Social Work
Bachelors of Social Work: 65 hours
College of Health and Human Services
<http://socialwork.uncc.edu/>

Academic Plan of Study

Program Summary Information:

- Declaring the Major: 2.25 GPA, pre-requisite courses SOCY 1101, BIOL 1110, BIOL 1110L, ENGL 1101, LBST 1100, PSYC 1101, POLS 1110, ENGL 1102, STAT 1222, LBST 2101, LBST 2102, LBST 2200, SOWK 1101, SOWK 2183, SOWK 2182, and Population Groups (4) Applications are accepted in the Spring Semester and 2nd Summer session. Pre-enrollment CHHS advising center
 - Advising (BSW): BSW full time faculty required each semester.
 - Advising (General Education): Gen Ed advising, CHHS advising Center & Upper Division BSW students full time faculty
 - Minimum Grades/GPA: Grade of C is required for all SOWK courses, students must maintain a minimum GPA of 2.0
 - Teacher Licensure: NO
 - Night Classes Available: NO
 - Weekend Classes Available: NO
 - Other information: All SOWK students must complete a field placement.
 - Contact Person: Dr. Jeffrey Shears, BSW Coordinator

Program Requirements:

The BSW curriculum is a 4 year program of study that prepares the BSW graduate for generalist social work practice. Students will need to complete SOWK 1101, 2182, 2183 in addition the General Education courses SOCY 1101, BIOL 1110, BIOL 1110L, ENGL 1101, LBST 1100, PSYC 1101, POLS 1110, ENGL 1102, STAT 1222, LBST 2101, LBST 2102, LBST 2200. Upon completion of the SOWK Lower-Division pre-requisite courses, students apply to the upper division of the Social work program. The Upper Division Social Work Major is very structured with little flexibility in course offerings and the sequence in which courses must be completed as stipulated by our accrediting source, the Council on Social Work Education (CSWE). Students will need to be accepted into Upper Division Social Work before their junior year.

Summary of Credit Hours

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| Pre Major | 9 hours | SOWK 1101, 2182, & 2183. Students must have a C or better for all SOWK courses and minimum combined GPA of 2.25. Students may not repeat courses more than once. |
| Upper Division SOWK Major | 44 hours | Required courses also fulfill the General Education Communication Skills requirements (Writing in the Discipline and Oral Communication). |
| General Education | 40 hours | Hours do not include those requirements which are satisfied within the major. Transfer students with an associate's degree are exempt from most General Education, but must complete Writing Intensive requirement. |
| Population Groups | 12 hours | Students are required to complete four 3 hour courses examining population groups of interest. |
| Electives | 15 hours | As needed to complete 120 hours total; depending upon total hours earned in Lower-Division Social Work Major. |

Suggested Plan of Study:

| | Pre Requisite Courses | General Education | Electives / Populations |
|-----------|--|---|---|
| Freshman | POLS 1110 (3) SOCY 1101 (3) PSYC 1101 (3) BIOL 1110 (3) BIOL 1110 Lab (1) STAT 1222 (3) | ENGL 1101(3) ENGL 1102 (3) MATH (3) LBST 11XX (3) LBST 21XX (3) | |
| Sophomore | SOWK 1101 (3) SOWK 2183 (3) SOWK 2182 (3) | Writing Intensive (3) | Population Group (6) LBST 2200 Series (3) LBST 2102 (3) |
| | Upper-Division SOWK | | |
| Junior | SOWK 3120, 3133, 3199, 3201, 3202, 3900, & 3181 (24) | PSYC 3151 (3) | Populations Groups (6) |
| Senior | SOWK 3482, 3182, 3988, 3484, & 3184 (20) | | Electives (9) |

ADVISING RESOURCES:

- www.gened.uncc.edu is the definitive source for General Education requirements for *ALL* students.
- [Department of Social Work](#) website
- www.advising.uncc.edu is the central university source of information on advising.
- <http://www.provost.uncc.edu/Catalogs/> is the official Undergraduate Catalog.
- [College of Health & Human Services Advising Center](#) website.
- [University Advising Center](http://www.advisingcenter.uncc.edu) website. (www.advisingcenter.uncc.edu)

Academic Plan of Study (Tracked Changes)

8/22/12

BSW Major - Revised Curriculum

Year 1

Fall

SOCY 1101 Intro Soc (3)
BIOL 1110 Prin Bio I (3)
BIOL 1110L Prin Bio I Lab (1)
ENGL 1101 English Comp I (3)
Math (3)
LBST 1100 Series (3)

Spring

PSYC 1101 Gen Psyc (3)
POLS 1110 Intro Amer Pol (3)
ENGL 1102 English Comp II (3)
Stat 1222 (3)
LBST 2101 (3)

Year 2

Fall

SOWK 1101 Field of SW (3)
SOWK 2182 HBSE I (3)
Writing Intensive (3)
LBST 2102 (3)
Population Groups (3)*
~~Foreign Language (3)~~

Spring Apply to Upper Division

SOWK 2183 HBSE II (3)
Population Groups (3)*
LBST 2200 Series (3)
Elective (3)
Elective (3)
~~Foreign Language (3)~~

Students are require students to complete four 3 hour courses examining population groups of interest to social work such as women, sexual orientation, religion, international populations, human challenges (physical/mental health), study abroad course, gerontology, and child welfare from among AFRS 1100, AFRS 2120, AFRS 2215, AFRS 2170, LTAM 1100, LTAM 2116, ANTH 2010, ANTH 2111, ANTH 2112, ANTH 2114, ANTH 2115, ANTH 2116, ANTH 2117, ANTH2122, and ANTH2123, as well as other courses as approved by the BSW Coordinator.

Junior Level Transfer Students- Summer Entry Option

Summer 1

SOWK 1101 Field of SW (3)
SOWK 2182 HBSE I (3)

Summer 2 Apply to Upper Division

SOWK 2183 HBSE II (3)

Year 3

Fall

SOWK 3120 Div & Pop at Risk (3)

Spring

SOWK 3202 Soc. Wel. Policy (3)

SOWK 3201 Fou. Soc Welfare (3)
SOWK 3133 Comm Engage & Outreach (3)
SOWK 3199 Prof. Behav, Ethics & Comm (3)
Population Groups (3)*
~~**SOWK 3090 (3)**~~
~~**Foreign Language (3)**~~
~~**PSYC 3151 Abn Psyc(3)**~~

SOWK 3900 Research I (3)
SOWK 3181 Practice Methods I (3)
PSYC 3151 Abn Psyc (3)
Population Groups (3)*
~~**SOWK 3090 (3)**~~
~~**SOCY Quant Analysis 4156 (3)**~~
~~**Elective**~~
~~**Elective**~~

Year 4

Fall

SOWK 3482 Field Practicum I (5)
SOWK 3182 Practice Methods II (3)
SOWK 3988 Research II (3)
Elective (3)
~~**SOWK 3683 (1)**~~
~~**SOWK 3181 (3)**~~
~~**SOWK 3100 (3)**~~

Spring

SOWK 3484 Field Practicum II (6)
SOWK 3184 Prac Methods III (3)
Elective (3)
Elective (3)
~~**SOWK 3685 (1)**~~
~~**SOWK 3182 (3)**~~

Year 1

Fall

SOCY 1101 Intro Soc (3)
BIOL 1110 Prin Bio I (3)
BIOL 1110L Prin Bio I Lab (1)
ENGL 1101 English Comp I (3)
Math (3)
LBST 1100 Series (3)

Spring

PSYC 1101 Gen Psyc (3)
POLS 1110 Intro Amer Pol (3)
ENGL 1102 English Comp II (3)
Stat 1222 (3)
LBST 2101 (3)

Year 2

Fall

SOWK 1101 Field of SW (3)
SOWK 2182 HBSE I (3)
Writing Intensive (3)
LBST 2102 (3)
Population Groups (3)*

Spring **Apply to Upper Division**

SOWK 2183 HBSE II (3)
Population Groups (3)*
LBST 2200 Series (3)
Elective (3)
Elective (3)

Students are require students to complete 3 four hour courses examining population groups of interest to social work such as women, sexual orientation, religion, international populations, human challenges (physical/mental health), study abroad course, gerontology, and child welfare from among AFRS 1100, AFRS 2120, AFRS 2215, AFRS 2170, LTAM 1100, LTAM 2116, ANTH 2010, ANTH 2111, ANTH 2112, ANTH 2114, ANTH 2115, ANTH 2116, ANTH 2117, ANTH2122, and ANTH2123, as well as other courses as approved by the BSW Coordinator.

Junior Level Transfer Students- Summer Entry Option

Summer 1

SOWK 1101 Field of SW (3)
SOWK 2182 HBSE I (3)

Summer 2 **Apply to Upper Division**

SOWK 2183 HBSE II

Year 3

Fall

SOWK 3120 Div & Pop at Risk (3)
SOWK 3201 Fou. Soc Welfare (3)
SOWK 3133 Comm Engage & Outreach (3)
SOWK 3199 Prof. Behav, Ethics & Comm (3)
Population Groups (3)*

Spring

SOWK 3202 Soc. Wel. Policy (3)
SOWK 3900 Research I (3)
SOWK 3181 Practice Methods I (3)
PSYC 3151 Abn Psyc (3)
Population Groups (3) *

Year 4

Fall

SOWK 3482 Field Practicum I (5)
SOWK 3182 Practice Methods II (3)
SOWK 3988 Research II (3)
Elective (3)

Spring

SOWK 3484 Field Practicum II (6)
SOWK 3184 Prac Methods III (3)
Elective (3)
Elective (3)

Total Hours in Social Work = 50

Total Hours in Curriculum Layout = 120

Department of Social Work

socialwork.uncc.edu

The Department of Social Work offers a major in Social Work leading to the Bachelor of Social Work (BSW) degree. On the graduate level, the Department offers the Master of Social Work degree.

BACHELOR OF SOCIAL WORK (BSW)

Social work is a profession devoted to helping people function as effectively as possible within their environment. The UNC Charlotte BSW Program is accredited by the Council on Social Work Education, the national accrediting body for social work education programs. The BSW degree prepares students for generalist social work practice with individuals, families, groups, organizations and communities. Generalist practice relates to utilizing multiple types of intervention that would be useful for different types of social systems and client populations. BSW graduates provide services such as assessment and intervention, counseling, crisis intervention, referral, mediation, and advocacy with diverse populations across all age groups. BSW graduates work in a broad array of settings including: hospitals; group homes; mental health, substance abuse, child welfare, and youth and family service agencies; nursing homes, and schools. The degree is centered in professional social work values and ethics within an increasingly global environment and is designed to affirm the human rights of diverse groups of people, especially populations-at-risk and groups which have historically been oppressed due to race, ethnicity, socioeconomic status, gender, sexual orientation, age, and ability. BSW education also provides an excellent foundation for those who wish to pursue graduate study in social work.

COURSE REQUIREMENTS

The major in Social Work leading to the BSW degree consists of ~~76~~ 62 credit hours made up of ~~53~~ 50 credits in required SOWK courses and ~~23~~ 12 credits in required courses from other disciplines.

The core courses for the social work major are: ~~SOWK 1101, 2182, 2183, 3100, 3120, 3181, 3182, 3184, 3201, 3202, 3482, 3484, 3482, and 3484, one social work elective and one other social work or gerontology elective. Other required courses for the social work major are SOCY 1101, BIOL 1110 and Lab; PSYC 1101, POLS 1110, PSYC 3151, SOCY 4156 and Lab, and a Foreign Language at the 2200 or 2201 level.~~ SOWK 1101, 2182, 2183, 3900, 3120, 3181, 3182, 3184, 3201, 3202, 3133, 3482, 3484, 3988, 3199. Other required courses for the social work major are SOCY 1101, BIOL 1110 and Lab; LBST 1100 & 2200 series, LBST 2101, 2102, PSYC 1101, 3151, POLS 1110, STAT 1222 and Writing Intensive elective. Students are required to complete four 3 hour courses examining population groups of interest to social work such as women, sexual orientation, religion, international populations, human challenges (physical/mental health), study abroad course, gerontology, and child welfare from among AFRS 1100, AFRS 2120, AFRS 2215, AFRS 2170, LTAM 1100, LTAM 2116, ANTH 2010, ANTH 2111, ANTH 2112, ANTH 2114, ANTH 2115, ANTH 2116, ANTH 2117, ANTH2122, and ANTH2123, as well as other courses as approved by the BSW Coordinator.

Suggested Curriculum: B.S.W. Degree**

| First Year | |
|--|---------|
| Fall Semester | |
| Course | Credits |
| SOCY 1101 | 3 |
| BIOL 1110 | 3 |
| BIOL 1110L | 1 |
| ENGL 1101 | 3 |
| Math | 3 |
| LBST 1100 Series | 3 |
| Spring Semester | |
| Course | Credits |
| PSYC 1101 | 3 |
| POLS 1110 | 3 |
| ENGL 1102 | 3 |
| Math or Stat or PHIL 2105 Stat 1222 | 3 |
| LBST 2101 | 3 |
| Second Year | |
| Fall Semester | |
| Course | Credits |
| SOWK 1101 | 3 |
| SOWK 2182 | 3 |
| LBST 2102 | 3 |
| Foreign Language 1201 or 1202 Population Group | 4 3 |
| Writing Intensive (W) Elective (outside major) | 3 |
| Spring Semester | |
| Course | Credits |
| SOWK 2183 | 3 |
| LBST 2200 series | 3 |
| Foreign Language 1201 or 1202 | 4 |
| Electives- Population Group | 3 |
| Elective | 3 |
| Elective | 3 |
| Third Year | |
| Fall Semester | |
| Course | Credits |
| SOWK 3120 | 3 |
| SOWK 3201 | 3 |
| SOWK Elective-3133 | 3 |
| PSYC 3154 SOWK 3199 | 3 |
| Foreign Language 2200 or 2201 Population Group | 3 |
| Spring Semester | |
| Course | Credits |
| SOWK 3202 | 3 |
| SOWK or GRNT Elective 3900 | 3 |
| SOCY 4156 with Lab PSYC 3151 | 4 3 |
| Elective-SOWK 3181 | 3 |
| Elective- Population Groups | 3 |
| Fourth Year | |
| Fall Semester | |
| Course | Credits |
| SOWK 3400-3988 | 3 |
| SOWK 3481-3182 | 3 |
| SOWK 3482 | 6 |
| SOWK 3482 | 5 |
| Open Slot (if needed) | 3 |
| Elective | 3 |
| Spring Semester | |
| Course | Credits |
| SOWK 3182 | 3 |
| SOWK 3184 | 3 |
| SOWK 3484 | 9 |
| SOWK 3484 | 6 |

| | |
|----------|---|
| Elective | 3 |
| Elective | 3 |

***For a detailed description of BSW degree requirements, please refer to the BSW Program Student Handbook online at socialwork.uncc.edu under "Degree Programs and Admissions."*

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BACHELOR OF SOCIAL WORK (BSW)

Social work is a profession devoted to helping people function as effectively as possible within their environment. The UNC Charlotte BSW Program is accredited by the Council on Social Work Education, the national accrediting body for social work education programs. The BSW degree prepares students for generalist social work practice with individuals, families, groups, organizations and communities. Generalist practice relates to utilizing multiple types of intervention that would be useful for different types of social systems and client populations. BSW graduates provide services such as assessment and intervention, counseling, crisis intervention, referral, mediation, and advocacy with diverse populations across all age groups. BSW graduates work in a broad array of settings including: hospitals; group homes; mental health, substance abuse, child welfare, and youth and family service agencies; nursing homes, and schools. The degree is centered in professional social work values and ethics within an increasingly global environment and is designed to affirm the human rights of diverse groups of people, especially populations-at-risk and groups which have historically been oppressed due to race, ethnicity, socioeconomic status, gender, sexual orientation, age, and ability. BSW education also provides an excellent foundation for those who wish to pursue graduate study in social work.

COURSE REQUIREMENTS

The major in Social Work leading to the BSW degree consists of 62 credit hours made up of 50 credits in required SOWK courses and 12 credits in required courses from other disciplines.

The core courses for the social work major are: SOWK 1101, 2182, 2183, 3900, 3120, 3181, 3182, 3184, 3199, 3201, 3202, 3133, 3482, 3484, 3900, 3988. Other required courses for the social work major are SOCY 1101, BIOL 1110 and Lab; LBST 1100 & 2200 series, LBST 2101, 2102, PSYC 1101, 3151, POLS 1110, STAT 1222 and Writing Intensive elective. Students are required to complete four 3 hour courses examining population groups of interest to social work such as women, sexual orientation, religion, international populations, human challenges (physical/mental health), study abroad course, gerontology, and child welfare from among AFRS 1100, AFRS 2120, AFRS 2215, AFRS 2170, LTAM 1100, LTAM 2116, ANTH 2010, ANTH 2111, ANTH 2112, ANTH 2114, ANTH 2115, ANTH 2116, ANTH 2117, ANTH2122, and ANTH2123, as well as other courses as approved by the BSW Coordinator.

Suggested Curriculum: B.S.W. Degree**

| First Year | |
|--|---------|
| Fall Semester | |
| Course | Credits |
| SOCY 1101 | 3 |
| BIOL 1110 | 3 |
| BIOL 1110L | 1 |
| ENGL 1101 | 3 |
| Math | 3 |
| LBST 1100 Series | 3 |
| Spring Semester | |
| Course | Credits |
| PSYC 1101 | 3 |
| POLS 1110 | 3 |
| ENGL 1102 | 3 |
| Stat 1222 | 3 |
| LBST 2101 | 3 |
| Second Year | |
| Fall Semester | |
| Course | Credits |
| SOWK 1101 | 3 |
| SOWK 2182 | 3 |
| LBST 2102 | 3 |
| Population Group | 3 |
| Writing Intensive (W) Elective (outside major) | 3 |
| Spring Semester | |
| Course | Credits |
| SOWK 2183 | 3 |
| LBST 2200 series | 3 |
| Population Group | 3 |
| Elective | 3 |
| Third Year | |
| Fall Semester | |
| Course | Credits |
| SOWK 3120 | 3 |
| SOWK 3201 | 3 |
| SOWK 3133 | 3 |
| SOWK 3199 | 3 |
| Population Group | 3 |
| Spring Semester | |
| Course | Credits |
| SOWK 3202 | 3 |
| SOWK 3900 | 3 |
| PSYC 3151 | 3 |
| SOWK 3181 | 3 |
| Population Groups | 3 |
| Fourth Year | |
| Fall Semester | |
| Course | Credits |
| SOWK 3988 | 3 |
| SOWK 3182 | 3 |
| SOWK 3482 | 5 |
| Elective | 3 |
| Spring Semester | |
| Course | Credits |
| SOWK 3184 | 3 |
| SOWK 3484 | 6 |
| Elective | 3 |
| Elective | 3 |

**For a detailed description of BSW degree requirements, please refer to the BSW Program Student Handbook online at socialwork.uncc.edu under "Degree Programs and Admissions."

ATTACHMENT 6 COURSE LISTING

SOWK 1101. The Field of Social Work. (3) ~~Historical development and philosophy of social work as a profession; personal and societal needs; methods and organizational arrangements; and roles and tasks of social workers.~~ Students will learn about the social work profession, including its history, values, and areas of professional practice. (Fall, Spring, Summer)Day

SOWK 2182. Human Behavior and the Social Environment I . (3). Prerequisite or corequisite: BIOL1110, BIOL 1110 Lab, SOCY 1101, and PSYC 1101. Prerequisite or corequisite: SOWK1101. ~~Human behavior in the social environment in relation to developmental theory and transitions across the life span.~~ Students will learn the foundational frameworks for understanding human interaction between individuals, families, communities, and larger social systems. (Fall, Summer) Day

SOWK 2183. Human Behavior and the Social Environment II (3). Prerequisite: SOWK 2182. ~~Human behavior in the social environment in relation to interactions among individuals, families, communities, and larger social systems.~~ Students will learn the foundational frameworks for understanding human interaction between individuals, families, communities, and larger social systems. (Spring, Summer)Day

~~**SOWK 3090. Topics in Social Work. (1-3).** Specialized topics in social work. May be repeated for credit as topics vary. (A list of specific courses offered each term is available through campus course listings.) (Fall, Spring, Summer)~~

SOWK 3400 3900. Social Work Research I. (3). Prerequisite: Upper Division standing. ~~Introduction to research methods and skills used in social work.~~ Students will be introduced to scientific and ethical approaches to building knowledge while focusing on quantitative and qualitative research methods, research design and sampling techniques. (Spring)Day

SOWK 3120. Diversity and Populations-at-Risk. (3). Prerequisite: Upper Division standing. ~~Issues of race, ethnicity, gender, sexual orientation, social class, age, and ability in social work practice.~~ Students will analyze issues of race, ethnicity, gender, sexual orientation, social class, age, and ability within social work practice. (Fall)Day

SOWK 3181. Practice Methods I . (3). Prerequisite: Upper Division standing. Corequisite: ~~SOWK 3482, SOWK 3482.~~ Corequisite: SOWK, 3202. ~~Generalist social work practice methods with an emphasis on working with individuals.~~ Students will develop competencies in generalist social work practice methods with an emphasis on working with individuals. (Spring) Day

SOWK 3182. Practice Methods I I . (3). Prerequisite: Upper Division standing, SOWK

~~3181. Corequisite: SOWK 3484, SOWK 3484. 3482. Generalist social work practice methods with an emphasis on working with families and groups. Students will develop competencies in generalist social work practice methods with an emphasis on working with families and groups. (Fall) Day~~

SOWK 3184. Practice Methods III. (3). Prerequisite: Upper Division standing and SOWK 3184. ~~3182. Corequisite: SOWK 3484, SOWK 3484. Generalist social work practice methods with an emphasis on working with communities and large systems. Students will develop competencies in generalist social work practice methods with an emphasis on working with communities and large systems (Spring) Day~~

SOWK 3201. Foundations of Social Welfare. (3) (W). Prerequisite: Upper Division standing. Corequisite: SOWK 3202. ~~History of and current trends in social welfare; values and conflicts that influence social welfare programming.~~ Students will learn about the history of and current trends in social welfare, as well as values and conflicts that influence social welfare programming. (Fall) Day

SOWK 3202. Social Welfare Policy. (3). Prerequisite: Upper Division standing and ~~SOWK 3201.~~ Prerequisite: SOWK 3201. ~~Nature and development of social welfare policy; implications of policy for program design and service delivery.~~ Students will learn to critically analyze social welfare policy, including policy development and reform processes and outcomes. (Spring) Day

SOWK 3133. Comm Engage and Outreach. (3). Prerequisite: Upper Division standing
Corequisite: SOWK 3120 and SOWK 3199. Students will engage in experiential learning in order to effectively prepare them for social work practice with vulnerable populations, and specifically to enhance their ability to build relationships and facilitate access. (Fall) Day

~~**SOWK 3482. Field Seminar I (1).** Prerequisite: Upper Division standing. Corequisite: SOWK 3181. Classroom analysis and discussion of the student field placement experience. (Fall)~~

SOWK 3482 Field Practicum I (5). Prerequisite Upper division standing, SOWK 3181. Corequisite 3182. ~~Classroom analysis and discussion of the student field placement experience.~~ Students will complete an approved supervised field experience 16 hours per week. Students concurrently participate in a field seminar to reinforce and enhance their field experience. (Fall) Day

~~**SOWK 3484. Field Seminar I I (1).** Prerequisite: Upper Division standing, SOWK 3181, SOWK 3482, SOWK 3482. Corequisite: SOWK 3182, SOWK 3184. A continuation of SOWK 3482, classroom analysis and discussion of the student field placement experience. (Spring)~~

SOWK 3484. Field Practicum I I (6). Prerequisite: Upper division standing, SOWK 3182 & SOWK 3482. Corequisite: SOWK 3184. Students will complete an approved supervised field experience 24 hours per week. Students concurrently participate in a field seminar to reinforce and enhance their field experience. (*Spring*) Day

SOWK 3895. Directed Individual Study. (1-4). Prerequisite: Consent of the Department. Supervised investigation of a special problem or area of practice. May be repeated for credit. (*Fall Spring, Summer*)

SOWK 3988. Research I I. (3). Prerequisite: Upper Division standing, SOWK 3900 Corequisite: SOWK 3182 and SOWK 3482. Students will comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. (*Fall*) Day

SOWK 3199. Professional Behaviors, Ethics, & Communication. (3). Prerequisite: Upper Division standing Corequisite: SOWK 3120 and SOWK 3133. Students will explore issues related to professional values, professional identity, continual learning, and best practices for social workers in a variety of practice situations. (*Fall*)

SOWK 4101. Social Work Practice with Older Adults. Prerequisite: Consent of the Department. Social work practice with older adults with an emphasis on assessment, intervention planning, and implementation. (*On demand*)

Catalog Copy of Course Listing

SOWK 1101. The Field of Social Work. (3) Students will learn about the social work profession, including its history, values, and areas of professional practice. *(Fall, Spring, Summer)Day*

SOWK 2182. Human Behavior and the Social Environment I . (3). Prerequisite or corequisite: BIOL1110, BIOL 1110 Lab, SOCY 1101, and PSYC 1101. Prerequisite or corequisite: SOWK1101. Students will focus on human development within the biological, psychological and social structure as it occurs throughout the life span. *(Fall, Summer) Day*

SOWK 2183. Human Behavior and the Social Environment II (3). Prerequisite: SOWK 2182. Students will learn the foundational frameworks for understanding human interaction between individuals, families, communities, and larger social systems. *(Spring, Summer)Day*

SOWK 3900. Social Work Research I. (3). Prerequisite: Upper Division standing. Students will be introduced to scientific and ethical approaches to building knowledge while focusing on quantitative and qualitative research methods, research design and sampling techniques. *(Spring)Day*

SOWK 3120. Diversity and Populations-at-Risk. (3). Prerequisite: Upper Division standing. Students will analyze issues of race, ethnicity, gender, sexual orientation, social class, age, and ability within social work practice. *(Fall)Day*

SOWK 3181. Practice Methods I . (3). Prerequisite: Upper Division standing. Corequisite: SOWK 3900, 3202. Students will develop competencies in generalist social work practice methods with an emphasis on working with individuals. *(Spring) Day*

SOWK 3182. Practice Methods I I . (3). Prerequisite: Upper Division standing, SOWK 3181. Corequisite: SOWK. 3482. Students will develop competencies in generalist social work practice methods with an emphasis on working with families and groups. *(Fall) Day*

SOWK 3184. Practice Methods III. (3). Prerequisite: Upper Division standing and SOWK 3182. Corequisite: SOWK 3484, Students will develop competencies in generalist social work practice methods with an emphasis on working with communities and large systems *(Spring) Day*

SOWK 3201. Foundations of Social Welfare. (3) (W). Prerequisite: Upper Division standing. Corequisite: SOWK 3202. Students will learn about the history of and current trends in social welfare, as well as values and conflicts that influence social welfare programming. *(Fall) Day*

SOWK 3202. Social Welfare Policy. (3). Prerequisite: Upper Division standing and Prerequisite: SOWK 3201. Students will learn to critically analyze social welfare policy, including policy development and reform processes and outcomes. *(Spring) Day*

SOWK 3133. Comm Engage and Outreach. (3). Prerequisite: Upper Division standing Corequisite: SOWK 3120 and SOWK 3199. Students will engage in experiential learning in order to effectively prepare them for social work practice with vulnerable populations, and specifically to enhance their ability to build relationships and facilitate access. *(Fall) Day*

SOWK 3482 Field Practicum I (5). Prerequisite Upper division standing, SOWK 3181. Corequisite 3182. Students will complete an approved supervised field experience 16 hours per week. Students concurrently participate in a field seminar to reinforce and enhance their field experience. *(Fall) Day*

SOWK 3484. Field Practicum I I (6). Prerequisite: Upper division standing, SOWK 3182 & SOWK 3482. Corequisite: SOWK 3184. Students will complete an approved supervised field experience 24 hours per week. Students concurrently participate in a field seminar to reinforce and enhance their field experience. *(Spring) Day*

SOWK 3895. Directed Individual Study. (1-4). Prerequisite: Consent of the Department. Supervised investigation of a special problem or area of practice. May be repeated for credit. *(Fall Spring, Summer)*

SOWK 3988. Research I I. (3). Prerequisite: Upper Division standing, SOWK 3900 Corequisite: SOWK 3182 and SOWK 3482. Students will comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. *(Fall) Day*

SOWK 3199. Professional Behaviors, Ethics, & Communication. (3). Prerequisite: Upper Division standing Corequisite: SOWK 3120 and SOWK 3133. Students will explore issues related to professional values, professional identity, continual learning, and best practices for social workers in a variety of practice situations. *(Fall)*

SOWK 4101. Social Work Practice with Older Adults. Prerequisite: Consent of the Department. Social work practice with older adults with an emphasis on assessment, intervention planning, and implementation. *(On demand)*