

# 2012-2013 SHORT SIGNATURE SHEET

*Consent Calendar*



UNC CHARLOTTE

Date: March 6, 2013

Subject: Updates to MSW Program

Originating Department: Social Work

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

DATE RECEIVED	DATE FORWARDED	COMMENTS: APPROVED, APPROVED WITH REVISIONS, ETC.	SIGNATURES
			<b>PERSON ORIGINATING PROPOSAL</b>  Daniel Freedman, MSW Program Coordinator
		Approved	<b>DEPARTMENT CHAIR</b>  Mark Ezell, Interim Chair
3/8/13	3/8/13	Approved	<b>COLLEGE CURRICULUM COMMITTEE CHAIR</b>  Shanti Kulkarni
3/8/2013	3/11/2013	Approved	<b>COLLEGE DEAN</b>  Jane Neese
		Approved	<b>GENERAL EDUCATION</b> (if applicable; for General Education courses only)  NA
		Approved	<b>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</b> (for undergraduate courses only)  NA
3/22/13	4/5/13	Considered by Grad Council 4/2/13 Approved	<b>GRADUATE COUNCIL CHAIR</b> (for graduate courses only)  Rob Roy McGregor
			<b>FACULTY GOVERNANCE ASSISTANT</b> (received and processed in Academic Affairs)  Annette Parks



# UNC CHARLOTTE

## SHORT FORM COURSE AND CURRICULUM PROPOSAL

---

\*To: Rob Roy McGregor, Chair of Graduate Council

From: Mark Ezell, Ph.D., Interim Department Chair

Date: March 6, 2013

Re: Updates to MSW Program

---

I've attached a short form for your review and approval. We recently processed a long form for major changes in the MSW Program and it was approved in December 2012. As we near implementation of our new curriculum we have spotted a handful of small changes that need to be taken care of. Do not hesitate to contact me if you have any questions or concerns.

## SUMMARY

The MSW Program, within the Department of Social Work and College of Health and Human Services, completed a long-form that described proposed curriculum changes for the 2013-2014, 2014-15, and 2015-16 academic years. The College Curriculum Committee, and eventually the Graduate Council approved the long-form during Fall Semester 2012. However, this document was insufficient in four areas including (1) inaccurate pre- and co-requisites, (2) exclusion of two field practicum syllabi, (3) deficient course objectives in some syllabi and (4) the implementation of the new curriculum was not thoroughly and clearly illustrated.

The reason there were insufficiencies in the first three areas, pre- and co-requisites, syllabi exclusion, and deficient course objectives was due to program refinements initiated by the MSW Program Committee. More specifically, the committee wanted to ensure that the curriculum met Council on Social Work Education (CSWE) and Southern Association of Colleges and Schools (SACS) accreditation standards, as well as was consonant with the Department's mission statement and advanced practice concentration. To accomplish these objectives, the committee strongly endorsed the refinement of course objectives. Consequently, the refinements did lead to improved course objectives, but also affected the curriculum's "blue print," whereas the pre- and co-requisites and some syllabi required modifications. This short form addresses these insufficiencies by including the correct catalogue descriptions with accurate pre- and co-requisites in the section on proposed catalogue copy; the two syllabi omitted from the previous long form are in Attachment One; while the syllabi with improved course objectives are located in Attachment Two.

In terms of the last area of concern, clear and thorough description of MSW program implementation, the table below helps illustrate the dynamics of the new curriculum being phased-in and current curriculum being phased-out. Note that there are three cohorts of students in the MSW Program: Full-time Program that complete the curriculum in two years; Extended Program that take courses for three years; and the Advanced Standing Program that complete the program in one year (including a summer semester). (Changes to the Advanced Standing Program will be proposed in a new long form in the near future). First year, full-time students will start the new curriculum during the 2013-2014 academic year, while continuing second year students will remain in the current (i.e., "old") curriculum during this same time period. Similarly, first-year extended students will begin the new curriculum during the 2013-2014 academic year. We did not admit a class of extended program students for 2012-13 to make implementation of the new curriculum easier. Continuing third-year extended program students will remain in the current curriculum for 2013-14.

**Table: New MSW Program Implementation: Academic Years 2013-2014 & 2014-2015**

<b>Course</b>	<b>Course Title</b>	<b>2013-2014 Academic Year</b>	<b>2014-2015 Academic Year</b>
SOWK 6121	Social Work Practice: Theory and Skills	New Version	Same as 2013-2014
SOWK 6131	Social Work Research	New Version	Same as 2013-2014
SOWK 6141	Foundations of Social Work	New Course	Same as 2013-2014
SOWK 6151	Social Work, Social Justice, and Diversity	New Course	Same as 2013-2014
SOWK 6212	Advanced Social Work Practice with Individuals	New Course	Same as 2013-2014
SOWK 6232	Practice and Program Evaluation	New Version	Same as 2013-2014
SOWK 6242	Advocacy and Policy Change	New Course	Same as 2013-2014
SOWK 6252	Mental Health Assessment	New Course	Same as 2013-2014
SOWK 6441	Practicum I	New Version	Same as 2013-2014
SOWK 6442	Practicum II	New Version	Same as 2013-2014
SOWK 7103	HBSE III	No Change	Dropped Course
SOWK 7123	Advanced Social Work Practice with Individuals	No Change	Dropped Course
SOWK 7124	Advanced Social Work Practice with Families	No Change	Dropped Course
SOWK 7125	Advanced Social Work Practice with Groups and Families	No Change	New Version
SOWK 7222	Advanced Social Work Practice with Communities and Organizations I	Not Offered	New Course
SOWK 7223	Advanced Social Work Practice with Communities and Organizations II	Not Offered	New Course
SOWK 7443	Practicum III	New Version	Same as 2013-2014
SOWK 7444	Practicum IV	New Version	Same as 2013-2014
SOWK 7651	Reflection and Synthesis	No Change	New Version

**FOR CONSULTATION WITH OTHER DEPARTMENTS:**

1. Does the proposed change affect other departments (including additions and/or changes to degree requirements or prerequisites offered in other departments)?  
 Yes  No
2. If Yes, please list the other departments affected by the proposed change:
3. Have you consulted with each department listed in item 2 regarding the proposed change?  
 Yes  No

Result(s) of Consultation(s) (please attach documentation):

NA

For a new course or for major modification of an existing course, include [Consultation on Library Holdings](#).

NA

**RESOURCES:**

1. For a new course or revisions to an existing course, check all the statements that apply:

**SOWK 6121 – Social Work Practice: Theory and Skills**

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are co-requisites for this course.
- This course is repeatable for credit.
- This course will affect the number of credits hours for its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- This proposal will alter an agreement with a North Carolina community college.

**SOWK 6131: Social Work Research**

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are co-requisites for this course.
- This course is repeatable for credit.
- This course will affect the number of credits hours for its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- This proposal will alter an agreement with a North Carolina community college.

**SOWK 6151 – Social Work, Social Justice, and Diversity**

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are co-requisites for this course.

- This course is repeatable for credit.
- This course will affect the number of credits hours for its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- This proposal will alter an agreement with a North Carolina community college.

**SOWK 6212: Advanced Social Work Practice with Individuals**

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are co-requisites for this course.
- This course is repeatable for credit.
- This course will affect the number of credits hours for its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- This proposal will alter an agreement with a North Carolina community college.

**SOWK 6242: Advocacy and Policy Change**

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are co-requisites for this course.
- This course is repeatable for credit.
- This course will affect the number of credits hours for its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- This proposal will alter an agreement with a North Carolina community college.

**SOWK 6252: Mental Health Assessment**

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are co-requisites for this course.
- This course is repeatable for credit.
- This course will affect the number of credits hours for its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- This proposal will alter an agreement with a North Carolina community college.

**SOWK 6441: Social Work Practicum I**

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are co-requisites for this course.
- This course is repeatable for credit.
- This course will affect the number of credits hours for its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- This proposal will alter an agreement with a North Carolina community college.

**SOWK 6442: Social Work Practicum II**

- This course will be cross listed with another course.

- There are prerequisites for this course.
- There are co-requisites for this course.
- This course is repeatable for credit.
- This course will affect the number of credits hours for its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- This proposal will alter an agreement with a North Carolina community college

**SOWK 7125: Advanced Social Work Practice with Groups and Families**

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are co-requisites for this course.
- This course is repeatable for credit.
- This course will affect the number of credits hours for its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- This proposal will alter an agreement with a North Carolina community college.

**SOWK 7222: Advanced Social Work Practice with Communities and Organizations I**

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are co-requisites for this course.
- This course is repeatable for credit.
- This course will affect the number of credits hours for its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- This proposal will alter an agreement with a North Carolina community college.

**SOWK 7223: Advanced Social Work Practice with Communities and Organizations II**

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are co-requisites for this course.
- This course is repeatable for credit.
- This course will affect the number of credits hours for its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- This proposal will alter an agreement with a North Carolina community college.

**SOWK 7443: Social Work Practicum III**

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are co-requisites for this course.
- This course is repeatable for credit.
- This course will affect the number of credits hours for its program.
- This proposal results in the deletion of an existing course(s) from the degree

\_\_\_\_\_ program and/or catalog.  
\_\_\_\_\_ This proposal will alter an agreement with a North Carolina community college.

**SOWK 7444: Social Work Practicum IV**

\_\_\_\_\_ This course will be cross listed with another course.  
\_\_\_X\_\_\_ There are prerequisites for this course.  
\_\_\_X\_\_\_ There are co-requisites for this course.  
\_\_\_\_\_ This course is repeatable for credit.  
\_\_\_\_\_ This course will affect the number of credits hours for its program.  
\_\_\_\_\_ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.  
\_\_\_\_\_ This proposal will alter an agreement with a North Carolina community college.

**SOWK 7651: Reflection and Synthesis**

\_\_\_\_\_ This course will be cross listed with another course.  
\_\_\_X\_\_\_ There are prerequisites for this course.  
\_\_\_X\_\_\_ There are co-requisites for this course.  
\_\_\_\_\_ This course is repeatable for credit.  
\_\_\_\_\_ This course will affect the number of credits hours for its program.  
\_\_\_\_\_ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.  
\_\_\_\_\_ This proposal will alter an agreement with a North Carolina community college.

2. Indicate the additional resources required, if any, to implement and maintain the proposed change.

NA

**CREDIT HOUR (Mandatory if new and/or revised course in proposal):**

Review statement and check box once completed.

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

**PROPOSED CATALOG COPY:** For existing courses copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use **red text with “~~strikethrough~~”** formatting for text to be deleted, and adding **blue text with “underline”** formatting for text to be added). For new courses, draft comprehensive catalog copy.

**Course Number and Title:** SOWK 6121 – Social Work Practice: Theory and Skills

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description** - This course introduces the theories of human behavior and models of social work intervention necessary to engage all levels of clients systems. It introduces the skills necessary to identify, analyze, and implement evidence-based interventions to achieve client goals. **Pre-requisites:** [None](#) ~~SOWK 6131, 6141, 6232, 6242~~ **Co-requisites:** SOWK 6151, 6441



**Course Number and Title:** SOWK 6131: Social Work Research

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description:** This course introduces students to social science research methods and their relevance to social work. Other content relates to the application of critical thinking and how to engage in research-informed practice and practice-informed research. **Pre-requisites:** ~~AN upper division introductory statistics course~~. None **Co-requisites:** SOWK 6141

**Course Number and Title:** SOWK 6141: Foundations of Social Work

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description** – Students are introduced to professional development as a social worker, with attention to social work history, ethics, professional identity, and critical thinking. Other topics include self-reflection, the importance of career-long learning, and practitioner comportment. **Pre-requisites:** NA **Co-requisites:** SOWK 6131

**Course Number and Title:** SOWK 6151 – Social Work, Social Justice, and Diversity

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description** - This course examines individual, systemic, and ideological factors related to diversity and social justice. Theories and perspectives that contribute to understanding oppression and privilege are emphasized. Implications for social work practice, research, and policy are examined. Strategies to counter discrimination and oppression are identified. This course requires considerable critical analysis and self-reflection on the part of participants. **Pre-requisites:** None ~~SOWK 6131, 6141, 6232, 6242~~ **Co-requisites:** SOWK 6121, 6441

**Course Number and Title:** SOWK 6212: Advanced Social Work Practice with Individuals

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description** – This course expands social work students' knowledge, values, and skills with regard to advanced micro practice with individuals, especially members of vulnerable groups. **Pre-requisites:** SOWK 6121, 6131, 6141, 6151, 6441 ~~6232, 6242~~ **Co-requisites:** SOWK 6252, 6442

**Course Number and Title:** SOWK 6232: Practice and Program Evaluation

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description:** This practice and program evaluation course demonstrates how to engage in research-informed practice and practice-informed research. Managing client data and critically analyzing, monitoring, and evaluating interventions are covered in-depth. **Pre-requisites:** SOWK 6131, 6141 **Co-requisites:** SOWK 6242

**Course Number and Title:** SOWK 6242: Advocacy and Policy Change

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**COURSE DESCRIPTION** - This course addresses the role of advocacy in the social work profession, tools for bringing about policy change, and use of advocacy to promote social justice,

especially for vulnerable populations. **Pre-requisites:** [None](#) ~~SOWK-6131, 6141~~ **Co-Requisites:** [None](#) ~~SOWK-6232~~

**Course Number and Title:** SOWK 6252: Mental Health Assessment

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description** - This course provides an overview of social work theories related to mental/behavioral health assessment. Social constructivism frames many of these theories for the purposes of conceptualizing diagnostic classifications, as well as human strengths and resiliencies. While, social work practice behaviors are understood within the context of human behaviors and the social environment, and applied for responsibly engaging and assessing behavioral health consumers via the APA *Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> edition). **Pre-requisites:** SOWK 6121, 6131, 6141, 6151, [6441](#) ~~6232, 6242~~ **Co-requisites:** SOWK 6212, 6442.

**Course Number and Title:** SOWK 6441 Social Work Practicum I

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description:** The foundation field practicum prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor. **Pre-requisites:** None **Co-requisites:** SOWK 6121, 6151

**Course Number and Title:** SOWK 6442 Social Work Practicum II

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description:** The foundation field practicum prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor. **Pre-requisites:** SOWK 6121, 6131, 6141, 6151, 6441 **Co-requisites:** SOWK 6212, 6252

**Course Number and Title:** SOWK 7125: Advanced Social Work Practice with Groups and Families

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description** – This course expands social work students’ knowledge, values, and skills with regard to advanced micro practice with groups and families. **Pre-requisites:** [None](#) ~~SOWK-6121, 6131, 6141, 6151, 6212, 6232, 6242, 6441, 6442, 6252~~ **Co-requisites:** None.

**Course Number and Title:** SOWK 7222: Advanced Social Work Practice with Communities and Organizations I

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**CATALOG DESCRIPTION** - This course builds on the foundational theories and skills introduced in Social Work Practice with specific attention to communities and organizations as primary client systems. It introduces theories that inform and guide practice in communities and organizations. It builds advanced skills in engaging and assessing communities and

organizations. **Pre-requisites:** None ~~SOWK 6121, 6131, 6141, 6151, 6212, 6232, 6242, 6252, 6441, 6442, 7125~~ **Co-requisites:** SOWK 7443.

**Course Number and Title:** SOWK 7223: Advanced Social Work Practice with Communities and Organizations II

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**CATALOG DESCRIPTION** - This course builds advanced practice skills in the design, development, implementation, and evaluation of interventions at the community and organizational levels. It also builds skills in leadership and ethical decision-making. It emphasizes the use of critical thinking and self-awareness concerning leadership and ethical challenges in community and organizational contexts. **Pre-requisites:** SOWK ~~6121, 6131, 6141, 6151, 6212, 6222, 6232, 6242, 6441, 6442, 7103, 7123~~ 7222, 7443 **Co-requisites:** SOWK 7444, 7651

**Course Number and Title:** SOWK 7443: Social Work Practicum III

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description:** Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. **Pre-requisites:** None ~~SOWK 6121, 6131, 6141, 6151, 6212, 6232, 6242, 6252, 6441, 6442, 7125~~. **Co-requisites:** SOWK 7222.

**Course Number and Title:** SOWK 7444: Social Work Practicum IV

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description:** Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. **Pre-requisites:** SOWK ~~6121, 6131, 6141, 6151, 6212, 6222, 6232, 6242, 6252, 6441, 6442, 7125, 7222, 7443~~ **Co-requisites:** SOWK ~~7222, 7223, 7651~~

**Course Number and Title:** SOWK 7651: Reflection and Synthesis

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description** - SOWK 7651 is designed to provide MSW students with an opportunity to practice personal reflection, synthesize their learning from the MSW program, and demonstrate competency. **Pre-requisites:** SOWK ~~6121, 6131, 6141, 6151, 6212, 6222, 6232, 6242, 6252, 6441, 6442, 7125, 7222, 7443~~ **Co-requisites:** SOWK 7223, 7444

**ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY):** If the proposed change will impact an existing Academic Plan of Study, provide updated [Academic Plan of Study](#) in template format.

N/A

**STUDENT LEARNING OUTCOMES:** If applicable, please indicate what SLOs are supported by this course or whether this curricular change requires a change in SLOs or assessment for the degree program.

We are making minor changes in our student learning outcomes so they are consistent with course objectives and practice behaviors. The Department's accrediting body, the Council on Social Work Education, like the Southern Association of Colleges and Schools, requires us to assess student competency on over 50 practice behaviors. The changes we propose will make student learning outcomes consistent with our practice behaviors.

The following table shows the current student learning outcomes and the proposed changes.

**Table: Proposed Modifications to Student Learning Objectives (SLO's) for the 2013-2014 Academic Year**

<b>2012-2013 SLO's</b>	<b>Proposed 2013-2014 SLO's</b>	<b>Assessment Method for Proposed SLO's</b>
1. Students will apply knowledge of human behavior in the social environment, with knowledge of social policies and social work practices in their chosen area of specialization.	1. Students will apply knowledge of human behavior and the social environment to guide the processes of assessment, intervention, and evaluation.	Amount of competence based on an aggregate percentage of faculty ratings and student self-reports
2. MSW students will practice personal reflection to engage in career long learning.	2. Students will identify as a professional social worker and conduct oneself accordingly by engaging in career-long learning	Amount of competence based on an aggregate percentage of faculty ratings and student self-reports
3. MSW students will demonstrate professional values and abilities to make ethical decisions.	3. Students will apply ethical principles towards recognizing and managing personal values in a way that allows professional values to guide practice	Amount of competence based on an aggregate percentage of faculty ratings and student self-reports
4. MSW students appraise the impact of a social problem on vulnerable populations.	4. Students will advance human rights and social and economic justice by recognizing the local and global context of individual struggles and social problems	Amount of competence based on an aggregate percentage of faculty ratings and student self-reports
5. MSW students will analyze social policies that enhance social well-being.	5. Students will engage in policy practice to analyze, formulate, and advocate for policies that advance social well-being	Amount of competence based on an aggregate percentage of faculty ratings and student self-reports

**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?

The Department of Social Work is mindful of the cost of textbooks. Electronic textbooks are generally available from publishers. UNC-Charlotte Bookstore has textbook rental and buyback programs.

## ATTACHMENT 1: OMMITTED SYLLABI

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

**Course Number and Title:** SOWK 6441: Social Work Practicum I

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description:** The foundation field practicum prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor and also participate in seminar monthly. **Pre-requisite:** None **Co-requisite:** SOWK 6121, 6151.

**Course Rationale:** As CSWE’s “signature pedagogy,” social work practicum I is crucial for developing practical knowledge/competency at the foundation level of the MSW program. Students are exposed to learning opportunities that transform conceptual academic knowledge and allow them to have the ability to demonstrate the skills, knowledge and values within field practicum agency. Social work practices are refined and strengthened under the supervision of their field instructor and the student has the opportunity to critically reflect on their experiences and practice through seminar discussions monthly and assignments.

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

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

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Understand the value base of the professional and its ethical standards and principles, and practice accordingly.**

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.**

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.**

**Educational Policy 2.1.4—Engage diversity and difference in practice. Analyze, formulate, and influence social policies.**

**Educational Policy 2.1.5—Advance human rights and social and economic justice. Use communication skills differentially across client populations, colleagues, and**

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Function within the structure of organizations and service delivery systems and seek necessary organizational change.**

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

**Educational Policy 2.1.10(a)–(d)—Engage, assess, 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 sixteen (16) hours per week each semester.
2. Notify the field instructor prior to the start of work on any day that the student is unable to attend field work duties due to illness and/or inclement weather.
3. Develop a learning agreement 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 individuals, families, and small groups.
7. Participate in a minimum of one one-hour-long supervisory conference with a MSW each week.
8. Integrate classroom learning with the field experience.

**Course Policies:**

**Attendance Policy**

Class attendance and punctuality are expected behaviors and evidence of professionalism. You are expected to arrive on time and remain for the entire class. Arriving late for class or leaving early from class constitutes an absence. In the event of a dire circumstance (e.g. serious illness, death) verification of the circumstance is required for consideration as an excused absence. This is a seminar class that only meets one time monthly and it is expected that each student will attend all classes.



### **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, leaving early, etc.) interfere with the focus and continuity of the class. Therefore, please keep disruptions to a minimum. Also, **do not use** laptop computers, please turn off ringers, and related sound alerts for beepers and mobile phones during class.

### **Student Responsibilities:**

Social work students are held to a high standard of conduct. In preparation for professional social work practice, all students in social work classes must adhere to prescribed performance expectations which includes being able to meet timelines for work being submitted, professional behavior, being able to discuss issues in a respectful manner with colleagues, and being open to feedback and supervision. Faculty members regularly evaluate students. Evaluations are used for student recognition, probation, or termination from the program.

### **Maintaining an E-mail Account**

Students in this course are required to maintaining and check their 49er Express e-mail account (username@uncc.edu) on a regular basis to facilitate communication between the professor and students and to maximize student learning. This address is now the students' official address through which students will receive official University notifications, news, and updates.

**This is also a course which has a clinical field component. The student is responsible for complying with requirements in affiliation agreements affecting 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](mailto:smarche3@uncc.edu)**

### **Syllabus Subject to Change:**

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

**Teaching Strategies:** Seminar Class will be interactive discussion related to topics noted and all students are expected to draw on their experiences in the field placement to contribute to the discussion in a professional manner. Students shall use the seminar discussion to be self reflective about experiences and become more self aware. Written journals and Moodle assignments are designed to integrate experiences within the field placement with program objectives, theory, and research. Reading assignments are designed to give first year social workers a foundation for their professional identity and behavior.

### **Required Texts:**

**The Social Work Practicum-A Guide and Workbook for Students 5th edition, Cynthia L. Garthwait, Pearson, Allen, Bacon, USA, 2011**

**Field Practicum – Skills Building From a Multicultural Perspective, Kip Coggins & Bonnie F. Hatchett (Department of Social Work, University of Texas-El Paso, eddie bowers publishing co., Inc., 2002**

**The Human Services Internship-Getting the Most from Your Experience, 2nd edition, Pamela Myers Kiser, Thomason Brooks/Cole, US 2008**

**All texts are on reserve at Atkins Library**

**Evaluation Methods:** (Generally, evaluation methods list how the student will achieve the course grade and percentages or points attributed to the different assignments.)

Grades for the seminar will be determined as follows:

Learning Agreement Content & submitted on time	5 points
Four (4) Journals @ 10 points each	40 points
Four (4) Assignments @ 10 points each:	40 points
Class Participation and Professional Behavior	10 points
Attendance:	5 points
<b>TOTAL</b>	<b>100 points</b>

Grades for the Field Placement component will be based on the Student Evaluation completed by the Field Instructor and the student at the end of each seminar and which may be found in the MSW Field Placement Manual and on line under the Social Work Website under Field Education and forms.

**Grade Scale: \***

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

**Graduate Version:** A, B, C, U or P/F

**Final Grades for Field Placement (Social Work 6441) will be based on the following grid.**

<b>Evaluation of Practicum Grade</b>	<b>Field Seminar Grade</b>	<b>Final Grade will be</b>
<b>A</b>	<b>A</b>	<b>A</b>
<b>A</b>	<b>B</b>	<b>B</b>
<b>A</b>	<b>C</b>	<b>B</b>
<b>A</b>	<b>U</b>	<b>U</b>
<b>B</b>	<b>B</b>	<b>B</b>
<b>B</b>	<b>A</b>	<b>B</b>

<b>B</b>	<b>C</b>	<b>C</b>
<b>B</b>	<b>U</b>	<b>U</b>
<b>C</b>	<b>C</b>	<b>C</b>
<b>C</b>	<b>A</b>	<b>B</b>
<b>C</b>	<b>B</b>	<b>C</b>
<b>U</b>	<b>(A), (B), or (C)</b>	<b>U</b>

**Topical/Unit Outline:**

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:

- Enthusiastic participation in discussion and exercises.
- Responding to questions posed in class.
- Asking thoughtful questions.
- Being a respectful listener when others are speaking.
- Demonstrating professional behavior in class.
- Appropriately presenting alternative views to those raised by others.
- Making comments that encourage others to speak.
- Offering comments that clarify or summarize ongoing discussion.
- Discussing connections you discover between materials in the course and field work.

**Other Course Expectations and Requirements:**

**Class discussion:**

Students are expected to participate in class discussion in a respectful manner to peers and are graded on participation. You are expected to complete the reading assignments prior to class and to come to class prepared to discuss the information you have read as it relates to the discussion.

**Journal: Field Practicum:**

Relate to one (1) objective for the course and your experience with that in the field placement during that week. The journal entries should not be about the same objective week after week and I am looking for you to be reflective and introspective in this entry.

**Or**

A topic proposed by the Faculty

It is important that the **confidentiality of the clients and workers are protected in this journal – it is suggested that initials or fictitious names be used in the place of real names and identifying information**. This journal is to be shared only with your faculty liaison – your field instructor will NOT read the journal unless you decide to share this with the field instructor. This journal is a good tool to facilitate self-awareness and also a way to consistently keep up-to-date with your agency activities. This journal will also be helpful in the evaluation of your learning towards the end of each semester, especially in working with diverse groups and populations-at-risk.

The student should submit through the Moodle website, the required journal entries on line, on the date the assignment is due. Journal assignments shall be submitted 11:55PM on the due date

or the time noted for the final. If the journal entry is not submitted by the due date, it will result in a grade reduction of 0.5 point. The late penalty will continue to accumulate at 0.5 points a day for each late date including non-class days, weekends and holidays. Journals more than one (1) week late **WILL NOT** be accepted, and will result in a grade of “0” points being given to that assignment.

Students who have extenuating circumstances preventing them from submitting an assignment on the due date (e.g. serious illness or death in the family) are expected to notify the instructor before the due date to discuss an extension – failure to do so may result in a score of “0” points. Please ask the Field Liaison if you have any questions regarding the assignment.

If a student is absent on the exam or assignment due date and has not discussed an extension with the instructor, he/she will incur the same penalties so please plan accordingly.

**Learning Agreement** - To complete the Learning Agreement by the required due date that will focus on learning opportunities that will foster the students professional growth and ability to demonstrate knowledge, values and skills in the 2008 EPAS Practice Behaviors. The Learning Agreement should be well organized and demonstrate the students ability to use critical thinking and writing skills.

**Moodle Assignments** – To complete written assignments in Moodle as noted in the syllabus and submit through the website for the course by time noted for the due date.

## SCHEDULE

- ☒ **August 16, 2013 – MSW Program and Field Orientation at UNCC**
- ☒ **August 19, 2013 - First Day of Field Placement!!**
- ☒ **Seminar Class - Wednesday, August XX, 2013**  
There will be an abbreviated class to review the development of your Learning Agreement in Seminar.
- ☒ **Seminar Class- Wednesday, September XX, 2013**  
Discussion area –  
Getting acquainted with your agencies, cultural context, and the network of community providers (2.1.1, 2.1.3, 2.1.5, 2.1.8, 2.1.9)  
  
Required Reading prior to September 21st class *The Human Services Internship-Getting the Most from Your Experience*, 2<sup>nd</sup> edition, Pamela Myers Kiser, Chapter 3
- ☒ **September XX, 2013 Signed Learning Agreements due**  
  
(Required reading Coggins-Hatchett, Chapter (1) prior to submission of Learning Agreement)
- ☒ **Seminar Class - Wednesday October XX, 2013**  
Discussion – Professional Social Work – Professional behavior and social work roles

(2.1.1, 2.1.2, 2.1.9)

Required reading prior to the October 12th class, *The Social Work Practicum-A Guide and Workbook for Students 5<sup>th</sup> edition*, Cynthia L. Garthwait, Pearson, Allen, Bacon, USA, 201, Chapter 13

☒ **Seminar Class - Wednesday November XX, 2013**

Discussion – Getting the most out of supervision

(2.1.1, 2.1.2, 2.1.3, 2.1.10)

Required Reading prior to November 16th class *The Human Services Internship-Getting the Most from Your Experience*, 2<sup>nd</sup> edition, Pamela Myers Kiser, Chapter 5

☒ **Seminar Class – December XX, 2013**

**Guest Speaker(s)** - Diversity (2.1.4,2.1.5,2.1.9)

☒ **Final – December XX, 2013**

**ASSIGNMENTS DUE**

**September XX, 2013 Assignment #1 due:** (2.1.1, 2.1.3, 2.1.9)

Submit a paper **that is not longer** than 1000 words on the on the following topic. Please reflect on your agency's history, mission, structure, services/interventions, and agency purpose. Discuss how you have become familiar with this information and your observations on the specific strategies are being used to meet the identified mission. It is important to specifically consider the contexts that shape practice in your agency in response to your organization, community, and societal contexts. Please describe the key partner agencies that you have become aware of in the network of community agencies and if you have identified any service gaps.

**September XX, 2013 - Journal #1** (2.1.1, 2.1.3, 2.1.9)

Ask to see a MSW job description for a social work position within your Agency. Please compare it with the CSWE 2008 Core Competencies that are listed in the beginning of the Garthwait book that is on reserve or the CSW Educational Policy and Accreditation Standards which are posted on Moodle. Please journal about the various aspects of the Core Competencies that are covered in the job description and include any observations that you may have from being in field.

**October XX, 2013 - Journal #2** (2.1.3)

Relate to one (1) objective for the course and your experience with that in the field placement during that week. I am looking for you to be reflective and introspective in this entry and not just describing the day to day activities.

**November XX, 2013 - Journal #3** (2.1.1, 2.1.3)

**Educational Policy 2.1.1**

—Identify as a professional social worker and conduct oneself accordingly.

**Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers**

- **advocate for client access to the services of social work;**
- **practice personal reflection and self-correction to assure continual professional development;**
- **attend to professional roles and boundaries;**
- **demonstrate professional demeanor in behavior, appearance, and communication;**
- **engage in career-long learning; and**
- **use supervision and consultation.**

Please use the above noted Core Competency as a basis for your Journal and reflect on what you are doing in your placement that further develops your competencies in at least three (3) of these areas.

#### **November XX, 2013 -Journal #4** (2.1.3, 2.1.6)

Journal about either current research covered in one of your classes or you have been exposed to at your Agency site. Please consider how it is applicable to your field placement. I am looking at you to think about your placement experience, link/integrate knowledge with your actual experiences. Please consider in the journal how social workers use practice experiences to inform research, employ evidence-based interventions, evaluate their own practice and use research findings to improve practice, policy and social service delivery.

#### **November XX, 2013 – Assignment # 2** (2.1.1, 2.1.3)

Post a paper of **no more than 750 words** on the Moodle website on the following topic. Please reflect on how supervision and consultation is allowing you to grow as a professional. Is it planned and systemic, focused on professional issues, and does it focus on your objectives in the Learning Agreement. It is important to consider if you have been able to use the constructive feedback in your daily practice and reflect on how you have used the feedback. Please reflect on how might your supervisor help you to get more out of your supervisory sessions?

#### **December XX, 2013 – Assignment # 3** (2.1.1, 2.1.4, 2.1.10)

A task during the fall semester in field education is to learn more about Assessments. Each student is to complete an Assessment or (mock) assessment in your field agency, discuss with your field instructor in supervision and journal about process of doing the assessment, being sure to self reflect on what you did well and what areas of growth you noted. Please include feedback

from your field instructor on this area of competence. If you are working in an agency that does not do clinical work, this may be an intake assessment to help the agency decide on eligibility.

#### **December XX, 2013 – Final Assignment # 4**

Please journal about the Guest Speakers and relate to any of the 2008 EPAS standards. This might include the following:

#### **Educational Policy 2.1.4**

**Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers**

- **recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;**
- **gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;**
- **recognize and communicate their understanding of the importance of difference in shaping life experiences; and**
- **view themselves as learners and engage those with whom they work as informants**

### **UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES**

#### **University Code of Student Responsibility:**

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

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

#### **Academic Integrity:**

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

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

**Special Needs:**

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

**Diversity Statement:**

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

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

**Religious Accommodation:**

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

**Department Policies:**

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

**Optional Bibliography/Reading List:**

**This is a course which has a clinical field component. The student is responsible for complying with requirements in affiliation agreements affecting students in clinical settings.**

*If there is a disaster (for example, a fire or 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 Sue Marchetti, Coordinator of Field Education, Department of Social Work, either at 704-687-7932 or at [smarche3@uncc.edu](mailto:smarche3@uncc.edu).*



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

**Course Number and Title:** SOWK 6442: Social Work Practicum II

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description:** The foundation field practicum prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor and also participate in seminar monthly. **Pre-requisite:** SOWK 6121, 6131, 6141, 6151, 6441 **Co-requisite:** SOWK 6212, 6252

**Course Rationale:** As CSWE's "signature pedagogy," social work practicum II is crucial for developing practical knowledge/competency at the foundation level of the MSW program. Students are exposed to learning opportunities that transform conceptual academic knowledge and allow them to have the ability to demonstrate the skills, knowledge and values within field practicum agency. Social work practices are refined and strengthened under the supervision of their field instructor and the student has the opportunity to critically reflect on their experiences and practice through seminar discussions monthly and assignments.

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

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

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Understand the value base of the professional and its ethical standards and principles, and practice accordingly.**

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.**

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.**

**Educational Policy 2.1.4—Engage diversity and difference in practice. Analyze, formulate, and influence social policies.**

**Educational Policy 2.1.5—Advance human rights and social and economic justice. Use communication skills differentially across client populations, colleagues, and**

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Function within the structure of organizations and service delivery systems and seek necessary organizational change.**

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

**Educational Policy 2.1.10(a)–(d)—Engage, assess, 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 sixteen (16) hours per week each semester.
2. Notify the field instructor prior to the start of work on any day that the student is unable to attend field work duties due to illness and/or inclement weather.
3. Develop a learning agreement 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 individuals, families, and small groups.
7. Participate in a minimum of one one-hour-long supervisory conference with a MSW each week.
8. Integrate classroom learning with the field experience.

**Course Policies:**

**Attendance Policy**

Class attendance and punctuality are expected behaviors and evidence of professionalism. You are expected to arrive on time and remain for the entire class. Arriving late for class or leaving early from class constitutes an absence. In the event of a dire circumstance (e.g. serious illness, death) verification of the circumstance is required for consideration as an excused absence. This is a seminar class that only meets one time monthly and it is expected that each student will attend all classes.

### **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, leaving early, etc.) interfere with the focus and continuity of the class. Therefore, please keep disruptions to a minimum. Also, **do not use** laptop computers, please turn off ringers, and related sound alerts for beepers and mobile phones during class.

### **Student Responsibilities:**

Social work students are held to a high standard of conduct. In preparation for professional social work practice, all students in social work classes must adhere to prescribed performance expectations which includes being able to meet timelines for work being submitted, professional behavior, being able to discuss issues in a respectful manner with colleagues, and being open to feedback and supervision. Faculty members regularly evaluate students. Evaluations are used for student recognition, probation, or termination from the program.

### **Maintaining an E-mail Account**

Students in this course are required to maintaining and check their 49er Express e-mail account (username@uncc.edu) on a regular basis to facilitate communication between the professor and students and to maximize student learning. This address is now the students' official address through which students will receive official University notifications, news, and updates.

**This is also a course which has a clinical field component. The student is responsible for complying with requirements in affiliation agreements affecting 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](mailto:smarche3@uncc.edu)**

### **Syllabus Subject to Change:**

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

**Teaching Strategies:** Seminar Class will be interactive discussion related to topics noted and all students are expected to draw on their experiences in the field placement to contribute to the discussion in a professional manner. Students shall use the seminar discussion to be self reflective about experiences and become more self aware. Written journals and blackboard assignments are designed to integrate experiences within the field placement with program objectives, theory, and research. Reading assignments are designed to give first year social workers a foundation for their professional identity and behavior.

### **Required Texts:**

**The Social Work Practicum-A Guide and Workbook for Students 5th edition, Cynthia L. Garthwait, Pearson, Allen, Bacon, USA, 2011**

**Field Practicum – Skills Building From a Multicultural Perspective, Kip Coggins & Bonnie F. Hatchett (Department of Social Work, University of Texas-El Paso, eddie bowers publishing co., Inc., 2002**

**The Human Services Internship-Getting the Most from Your Experience, 2nd edition, Pamela Myers Kiser, Thomason Brooks/Cole, US 2008**

**The Evidence-Based Internship, - *A Field Manual, Barbara Thomlinson and Kevin Corcoran, Oxford University Press, 2008***

**All texts are on reserve at Atkins Library**

**Evaluation Methods:** (Generally, evaluation methods list how the student will achieve the course grade and percentages or points attributed to the different assignments.)

Grades for the seminar will be determined as follows:

**Evaluation Methods: Grades for the seminar will be determined as follows:**

<b>Journals 4 entries @10 points each</b>	<b>40 points</b>
<b>Moodle Assignment – Ethics @ 15 points</b>	<b>15 points</b>
<b>Moodle Assignment – Final @ 15 points</b>	<b>15 points</b>
<b>Case Presentation – Oral and Written Evaluation</b>	<b>15 points</b>
<b>Professional Behavior and Participation</b>	<b>10 points</b>
<b>Attendance:</b>	<b>5 points</b>
<b>TOTAL</b>	<b>100 points</b>

Grades for the Field Placement component will be based on the Student Evaluation completed by the Field Instructor and the student at the end of each seminar and which may be found in the MSW Field Placement Manual and on line under the Social Work Website under Field Education and forms.

**Grade Scale: \***

A = 90-100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = below 60

**Graduate Version:** A, B, C, U or P/F

**Final Grades for Field Placement (Social Work 6441-6442) will be based on the following grid.**

Evaluation of Practicum Grade	Field Seminar Grade	Final Grade will be
A	A	A
A	B	B
A	C	B
A	U	U
B	B	B
B	A	B
B	C	C
B	U	U
C	C	C
C	A	B
C	B	C
U	(A), (B), or (C)	U

**Topical/Unit Outline:**

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:

- Enthusiastic participation in discussion and exercises.
- Responding to questions posed in class.
- Asking thoughtful questions.
- Being a respectful listener when others are speaking.
- Demonstrating professional behavior in class.
- Appropriately presenting alternative views to those raised by others.
- Making comments that encourage others to speak.
- Offering comments that clarify or summarize ongoing discussion.
- Discussing connections you discover between materials in the course and field work.

**Other Course Expectations and Requirements:**

**Class discussion:**

Students are expected to participate in class discussion in a respectful manner to peers and are graded on participation. You are expected to complete the reading assignments prior to class and to come to class prepared to discuss the information you have read as it relates to the discussion.

**Journal: Field Practicum:**

Relate to one (1) objective for the course and your experience with that in the field placement during that week. The journal entries should not be about the same objective week after week and I am looking for you to be reflective and introspective in this entry.

**Or**

A topic proposed by the Faculty

It is important that the **confidentiality of the clients and workers are protected in this journal – it is suggested that initials or fictitious names be used in the place of real names and**

**identifying information**. This journal is to be shared only with your faculty liaison – your field instructor will NOT read the journal unless you decide to share this with the field instructor. This journal is a good tool to facilitate self-awareness and also a way to consistently keep up-to-date with your agency activities. This journal will also be helpful in the evaluation of your learning towards the end of each semester, especially in working with diverse groups and populations-at-risk.

The student should submit through the Moodle website, the required journal entries on line, on the date the assignment is due. Journal assignments shall be submitted 11:55PM on the due date or the time noted for the final. If the journal entry is not submitted by the due date, it will result in a grade reduction of 0.5 point. The late penalty will continue to accumulate at 0.5 points a day for each late date including non-class days, weekends and holidays. Journals more than one (1) week late **WILL NOT** be accepted, and will result in a grade of “0” points being given to that assignment.

Students who have extenuating circumstances preventing them from submitting an assignment on the due date (e.g. serious illness or death in the family) are expected to notify the instructor before the due date to discuss an extension – failure to do so may result in a score of “0” points. Please ask the Field Liaison if you have any questions regarding the assignment.

If a student is absent on the exam or assignment due date and has not discussed an extension with the instructor, he/she will incur the same penalties so please plan accordingly.

**Learning Agreement** - To complete the Learning Agreement by the required due date that will focus on learning opportunities that will foster the students professional growth and ability to demonstrate knowledge, values and skills in the 2008 EPAS Practice Behaviors. The Learning Agreement should be well organized and demonstrate the students ability to use critical thinking and writing skills.

**Moodle Assignments** – To complete written assignments in Moodle as noted in the syllabus and submit through the website for the course by time noted for the due date.

## SCHEDULE

### SPRING SEMESTER SEMINAR DATES and ASSIGNMENTS

Monday, January \_\_\_\_ First Day of Spring Semester Field Placement

#### **Seminar Class - Wednesday, January XX, 2014**

Discussion related to Ethics, values and legal issues related to your placements  
(2.1.1, 2.1.2, 2.1.3)

Required Reading prior to the January class The Evidenced Based Internships- A Field Manual, Barbara Thomlinson and Kevin Corcoran, Chapter 3

#### **Seminar Class - Wednesday, February XX, 2014**

Discussion Focus – Culturally Competent Skill Building  
(2.1.4)

Required Reading prior to February 2010 class, Coggins-Hatchett, Field Practicum-Skill Building From A Multicultural Perspective, Chapter (5)

**Seminar Class – Wednesday March XX, 2014**

Case Presentations

(2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.7, 2.1.9, 2.1.10)

This consists of a 15 minutes oral presentation in class. A formal written case presentation also submitted as per the following format. The written case presentation shall be submitted after the presentation and will also be considered as part of the overall grade for the assignment. (The NC Social Work Board Supervisory Manual has samples of Case Presentations that are resources for LCSWA's)

Identifying Information – Please make sure that you disguise information enough that the person or persons remain anonymous and confidentiality is maintained.

Reason for Referral and source – Please clearly state the reason for the referrals to your agency.

Clients View of the Problem(s).

Information about the Problem from other sources – Include this if available

Precipitating Factors- what has precipitated the problems for which the client has been referred for service. Is it a new or short term problem? Has it been complicated by new issues or concerns. Please note your client's strengths, and resources to help them work on this problem.

Assessment of Presenting Problems – please make sure you assess if there are more than one problem being faced by the client and what presenting problems have the most urgency for the clients. Please note any other resources that they may be using;

Diagnosis (if appropriate for the case)

Plan for Intervention or actions taken – Please make sure that you use measurable objectives

Discharge or Termination

**Seminar Class – Wednesday April XX, 2014**

Case Presentations

(2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.7, 2.1.9, 2.1.10)

This consists of a 15 minutes oral presentation in class. A formal written case presentation also submitted as per the following format. The written case presentation shall be submitted after the presentation and will also be considered as part of the overall grade for the assignment. (The NC Social Work Board Supervisory Manual has samples of Case Presentations that are resources for LCSWA's)

Identifying Information – Please make sure that you disguise information enough that the person or persons remain anonymous and confidentiality is maintained.

Reason for Referral and source – Please clearly state the reason for the referrals to your agency.

Clients View of the Problem(s).

Information about the Problem from other sources – Include this if available

Precipitating Factors- what has precipitated the problems for which the client has been referred for service. Is it a new or short term problem? Has it been complicated by new issues or concerns. Please note your client's strengths, and resources to help them work on this problem.

Assessment of Presenting Problems – please make sure you assess if there are more than one problem being faced by the client and what presenting problems have the most urgency for the clients. Please note any other resources that they may be using;

Diagnosis (if appropriate for the case)

Plan for Intervention or actions taken – Please make sure that you use measurable objectives

Discharge or Termination

### **May Final – May XX, 2014**

Any case presentations that have not been completed

## **ASSIGNMENTS**

### **January XX, 2014 Journal Assignment # 1 (2.1.3)**

Relate to one (1) objective for the course and your experience with that in the field placement during that week.

### **February XX, 2014 Moodle Assignment on Ethics (2.1.2 and 2.1.3)**

Submit a paper that is not longer than 1000 words on the on the following topic.

Rosa Velasquez is a 35 year old mother who indicates that she is from Costa Rica. She moves frequently within the Charlotte region, speaks limited English and you strongly suspect could be an undocumented immigrant. As an intern, you have helped your first client, Rosa, find a job. She is the single parent of a 10 year old son, Juan and Isabella (9 years) who come home from school at 3PM and Rosa cannot be home until 6PM. Initially, she tells you that he can care for



himself and his sister for 3 hours. You advise her that a 10 year old requires adult supervision, so she says that she'll have a neighbor check in on Juan. You would like to believe her, but you thinking she is just saying what you want so you won't interfere or call child protective services.

What are your legal and ethical obligations?

What resources and process would you use to make a decision on this ethical dilemma?

Why might you as a social work intern want to avoid confronting Rosa about her plans?

How would you address these challenges and disincentives and turn a difficult conversation into a productive collaborative one?

### **Please use Educational Policy 2.1.2 as resource**

#### **Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

### **February XX, 2014 – Journal Assignment # 2 (2.1.3 and 2.1.4)**

#### **Educational Policy 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Please use the above noted Core Competency as a basis for your Journal and reflect on what you are doing in your placement that further develops your competencies in at least two (2) of these areas. It is important to be specific related to the culturally diverse populations that you are working with and using as a basis for the journal.

### **March XX, 2014 – Journal Assignment # 3 (2.1.3, 2.1.10)**

#### **Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

#### **Educational Policy 2.1.10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

#### **Educational Policy 2.1.10(b)—Assessment**

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

#### **Educational Policy 2.1.10(c)—Intervention**

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

#### **Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

Please use the above noted Core Competency as a basis for your Journal and reflect on what you are doing in your placement that further develops your competencies in at least two (2) of these areas with **groups, organizations, and or communities..**

**April XX, 2014 – Journal Assignment # 4 (2.1.1, 2.1.3)**

You are interviewing for a job or your next internship and please note how you would respond to the following question.

***What did you get out of your field placement this year and how has the experience specifically changed you? It is important that you reflect on the Social Work Practice behaviors that you are developing competencies in, what you have learned about yourself in supervision, and your professional development.***

**Final – Moodle Assignment - This assignment should be a minimum of 750 words.**

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action

Please use the above noted Core Competency and practice behaviors as a basis for your Journal. Please reflect on area of policy action related to your agency/client population that you believe would make a difference in the service delivery. It is important to be specific on the reasons and your recommended actions.

## **UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES**

### **University Code of Student Responsibility:**

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code”

(Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:

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

### **Academic Integrity:**

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

**Special Needs:**

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

**Diversity Statement:**

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

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

**Religious Accommodation:**

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

**Department Policies:**

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

**Optional Bibliography/Reading List:**

**This is a course which has a clinical field component. The student is responsible for complying with requirements in affiliation agreements affecting students in clinical settings.**

***If there is a disaster (for example, a fire or 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 Sue Marchetti, Coordinator of Field Education, Department of Social Work, either at 704-687-7932 or at [smarche3@uncc.edu](mailto:smarche3@uncc.edu).***

## ATTACHMENT 2: SYLLABI WITH REVISED COURSE OBJECTIVES

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

**Course Number and Title:** SOWK 6212: Advanced Social Work Practice with Individuals

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description** – This course expands social work students’ knowledge, values, and skills with regard to advanced micro practice with individuals, especially members of vulnerable groups. **Pre-requisites:** SOWK 6121, 6131, 6141, 6151, 6441 **Co-requisites:** SOWK 6252, 6442

**Course Rationale:** This course builds upon SOWK 6141, 6151, 6121, 6131, and 6441, and complements SOWK 6442 in order to prepare students to engage in advanced practice with individuals. Students will learn to thoughtfully and intentionally integrate theory and intervention in a manner consistent with client development, culture, needs, and preferences, as well as social work values, and evidence based findings. Students will explore how individual change can support and leverage change at the societal level. Through this process students will begin to develop a personal practice orientation and evaluation plan that will serve as the foundation for their clinical work.

**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 the course, students should be able to:

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Engage in research-informed practice and practice-informed research (2.1.6)
  - a. Assesses the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings
  - a. Uses practice experience to contribute to social work knowledge
6. Apply knowledge of human behavior and the social environment (2.1.7)
  - Critiques and differentially applies theory to guide social work practice at multiple levels

7. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)
  - Collaborates with colleagues, clients, and other professionals to assess and improve organizational and public policies regarding vulnerable, oppressed, and excluded clients
2. Engage with individuals, families, groups, organizations, and communities (2.1.10a)
  - Engages diverse groups and vulnerable populations at multiple levels of social work practice
9. Assessment with individuals, families, groups, organizations, and communities (2.1.10b)
  - Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies
10. Intervention with individuals, families, groups, organizations, and communities (2.1.10c)
  - Uses evidence-informed models of change to respond to a range of presenting concerns identified in the assessment
11. Evaluation with individuals, families, groups, organizations, and communities (2.1.10d)
  - a. Utilizes appropriate research strategies to examine interventions at all levels of social work practice
  - b. Evaluates multiple-level systems for practice, program, and policy effectiveness
  - c. Disseminates evaluation findings in order to guide future interventions

**Course Policies: TBD**

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

**Teaching Strategies:** The professor will employ a combination of lectures, discussion, videos, and hands-on exercises to highlight the competencies and practice behaviors covered in this course and to enhance learning. Students should read the assigned chapters prior to attending class in order to best contribute to class discussions, participate in the application of new knowledge, and demonstrate problem solving in the exercises.

**Required Texts:**

Aldarondo, E. (Ed.) (2007). *Advancing social justice through clinical practice*. New York: Taylor & Francis, Inc..

Hoyt, M. F. (Ed.) (1997). *Constructive therapies: Vol. 1*. New York: Guilford Press.

**Evaluation Methods:**

<u>Assignments</u>	
Group Demonstration and Critique Worksheets (3)	150 points
Reflection Paper	50 points
Integration Paper	100 points
Exam 1	100 points
<u>Exam 2</u>	<u>100 points</u>
Total points possible	500 points

**Graduate Grade Scale:**

<b>Grade</b>	<b>Meaning</b>	<b>Percentages</b>
A	Commendable	90 - 100
B	Satisfactory	80 - 89
C	Marginal	70 - 79
U	Unsatisfactory	>70

**Topical/Unit Outline:**

Week	Unit	Topic	Skill Focus	Assignments
1	1	<b>Frameworks for Integrating Clinical Practice and Social Change Efforts</b> Personal as Political Empowerment practice	Identifying Values	Readings TBA
2	1	<b>Frameworks for Integrating Clinical Practice and Social Change Efforts</b> Engaging in cross-cultural relationships Working with vulnerable, oppressed and stigmatized populations	Use of self	Readings TBA  <b>Reflection paper</b>
3	2	<b>Appreciating Developmental context:</b> Understanding Infant and Child Development Attachment theory, research and intervention Impact of Adverse Childhood Experiences on neurodevelopment	Introduction to play therapy; Filial therapy; Early childhood intervention	Readings TBA
4	2	<b>Appreciating Developmental context:</b> Understanding Adolescent	Engagement; Fostering youth asset	Readings TBA



		Development Identity Development Cumulative trauma and high risk behaviors	development; Ethical issues of treatment, consent and reporting	
5	2	<b>Appreciating Developmental context:</b> Issues of Growth, Grief, and Loss in Adulthood Impact of life course on individual Impact of trauma and loss on physical and psychological functioning and health	Mindfulness, grief therapy, reminiscence therapy, trauma and healing	Readings TBA
6				<b>Exam # 1</b>
7	3	<b>Theories and Tools for Change:</b> Psychodynamic (Relational Psychoanalysis, RCT, Trauma theory) What is the theory of change Formulation and assessment Transference and Countertransference Relationship between individual and social change	Psychodynamic theory	Readings TBA
8	3	<b>Theories and Tools for Change:</b> Psychodynamic (Relational Psychoanalysis, RCT, Trauma theory) Demonstration and critique	Psychodynamic intervention	Readings TBA <b>Demonstration and critique worksheet due</b>
9	3	<b>Theories and Tools for Change:</b> Cognitive-behavioral approaches (CBT, DBT, ACT, Reality therapy) What is the theory of change Psychoeducation Functional Analysis/ Behavioral Change strategies Identifying and changing Schemas Relationship between individual and social change	CBT theory	Readings TBA
10	3	<b>Theories and Tools for Change:</b> Cognitive-behavioral approaches (CBT, DBT, ACT, Reality therapy) Demonstration and critique	CBT intervention	Readings TBA <b>Demonstration and critique worksheet due</b>
11	3	<b>Theories and Tools for Change:</b> Brief Treatment models	Brief treatment models	Readings TBA

		(Interpersonal therapy, time-limited CBT, Solution focused; motivational interviewing) How does intervention facilitate change What are appropriate treatment goals What is appropriate population Relationship between individual and social change		
12	3	<b>Theories and Tools for Change:</b> Brief Treatment models (Interpersonal therapy, time-limited CBT, Solution focused; motivational interviewing) Demonstration and critique	Brief treatment intervention	Readings TBA <b>Demonstration and critique worksheet due</b>
13				<b>Exam 2</b>
14	4	<b>Cultivating intentional practice</b> Developing rationale for intentional use of theory and research to inform and adapt intervention Evaluating practice effectiveness Identifying areas for personal and professional growth	Intervention and treatment planning; critical reflection	Readings TBA
15	4	<b>Cultivating intentional practice</b> Developing personal practice model Integrating evidence about specific population		Readings TBA <b>Population Paper</b>

**Assignments:**

Reflection Paper: Students will complete a reflection paper describing their thoughts about the change process and how they see their role in facilitating change. The students should identify what populations and clients they believe will be most challenging for them.

Integration Paper: Students will complete a 3-5 page paper about a population of interest that integrates theory and evidence. Students will identify and review 2-3 empirical articles that provide some research about this population. Students should critically analyze whether the evidence is informed by specific theories and how the evidence can support their practice with this population. Students should attach abstracts from all of the articles which they cite. More detail will be provided about this assignment by the instructor.

Exams (2): Exams will be comprehensive short-answer, essay, and application.

### Group Demonstration and Critique Worksheets (3)

Demonstration groups of three will videotape a role-played 30-40 minute session using a model from the assigned theory. Students will rotate in the therapist role for each of the three overarching theories. Role-plays will be videotaped and the group will select one or more 5-7 minute segments to play during class for discussion and feedback. The entire video will be turned into the instructor for review. Groups will be asked to complete worksheets for each roleplay. Worksheets and additional details about this assignment will be provided by the instructor.

## UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

### **University Code of Student Responsibility:**

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

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

### **Academic Integrity:**

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

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

### **Course Credit Workload.**

This 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, written assignments, studying for quizzes and exams, and class preparation.

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

### **Diversity Statement:**

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to

ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

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

**Religious Accommodation:**

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

**Department Policies:**

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

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

**Course Number and Title:** SOWK 6252: Mental Health Assessment

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description:** This course provides an overview of social work theories related to mental/behavioral health assessment. Social constructivism frames many of these theories for the purposes of conceptualizing diagnostic classifications, as well as human strengths and resiliencies. While, social work practice behaviors are understood within the context of human behaviors and the social environment, and applied for responsibly engaging and assessing behavioral health consumers via the APA *Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> edition). **Pre-requisites:** SOWK 6121, 6131, 6141, 6151, 6441 **Co-requisites:** SOWK 6212, 6442.

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

**Course Objectives:** Objectives 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 the course, students should be able to:

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Engage in research-informed practice and practice-informed research (2.1.6)
  - a. Assesses the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings
  - b. Uses practice experience to contribute to social work knowledge
6. Apply knowledge of human behavior and the social environment (2.1.7)

- Critiques and differentially applies theory to guide social work practice at multiple levels
7. Assessment with individuals, families, groups, organizations, and communities (2.1.10b)
- Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies

### **Course Policies:**

**Attendance Policy:** Punctuality, preparedness, and attendance are evidence of professionalism. Since the MSW is a professional degree, students are expected to arrive on time, be prepared, and remain for the entire class. Students are permitted two absences without penalty. Should a student exceed two absences, his or her overall point total will be reduced by two points for each additional absence.

Students who are tardy for class or leave before class has ended will be considered absent for roll-keeping purposes. If you arrive late or leave early 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. Students who are tardy or who leave class early will receive one-half an absence for that day.

**Moodle Course Website:** Students are expected to check this course on Moodle regularly (several times per week) for important notices, scheduling changes, or any other course revisions as well as modules and course information.

**Internet Resources:** The number of websites devoted to social work research is growing at a rapid pace. Some useful sites are listed on the Library Class Web Page. The use of the Internet as a source of material for academic papers can be an outstanding resource but it is not without some challenges. For this class, students may use the following Internet sources in assignments.

- Data that come from reliable sources, such as the Census Bureau, the Social Security Administration, the National Center for Health Statistics, or state Health and Social Services statistical offices.
- Peer-reviewed, scholarly articles. Such articles may be posted in journals on the Internet. In any case, a peer-reviewed, scholarly article will contain the name of the journal, volume and issue number, authors, and date.
- Citations from the Internet must include the exact URL and the date that the information was retrieved.

Some websites which are NOT to be used:

1. <http://www.wikipedia.org/> This website contains non-peer reviewed information that has not been assessed for accuracy – therefore it is an unreliable source.
2. Websites that do not contain authors, contact information, etc.

**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 includes a combination of in-class presentations and quizzes, discussions, use of videos, and written assignments. The primary approach centers upon cognitive and experiential learning through the instructor's lectures, course readings, and classroom discussions. .

**Required Texts:**

American Psychiatric Association. (2000). *Quick reference to the Diagnostic Criteria from DSM IV-TR*. Washington, DC: Author.  
Zide, M.R. & Gray, S.W. (2008). *Psychopathology: A competency-based model for social workers*. Belmont, CA: Brooks/Cole.

**Evaluation Methods:**

Mid-term exam 150 points  
Final Exam 150 points  
Group presentation 150 points  
**Total possible 450 points**

**Graduate Grade Scale:**

<b>Grade</b>	<b>Meaning</b>	<b>Percentages</b>
A	Commendable	90 - 100
B	Satisfactory	80 - 89
C	Marginal	70 – 79
U	Unsatisfactory	>70

**Topical/Unit Outline:**

QR= DSM Quick reference guide  
ZG= Zide & Gray text

**WEEK 1**

Introduction to course, syllabus review, discussion of clinical licensure  
Competency-based assessment model  
Bio-psycho-social framework  
Empirical social work interventions in mental health practice  
The DSM-IV TR multi-axial system; evolution of DSM and diagnoses over time

**WEEK 2**

Cognitive disorders: Delirium, dementia  
Childhood and Adolescent disorders: Mental retardation, ADHD, conduct disorder, OCD, separation anxiety disorder, enuresis, encopresis  
Reading: QR 51-98; ZG Chapter 2

**WEEK 3**

Week 2 material continued

**WEEK 4**

Schizophrenia and other Psychotic disorders  
Reading: QR 153-165; ZG Chapter 3

WEEK 5  
Mood disorders  
Reading: QR 167-208; ZG Chapter 4

WEEK 6  
Mid-term evaluation

WEEK 7  
Anxiety Disorders  
Reading: QR 209-227; ZG Chapter 5

WEEK 8  
Somatoform disorders, Substance-related disorders  
Reading: QR 105-151& 229-238; ZG Chapters 6 & 10

WEEK 9  
Group presentations

WEEK 10  
Guest speaker –LCSW social worker in mental health field; working on a multi-disciplinary team

WEEK 11  
Eating Disorders; Personality disorders  
Reading QR 263-266 & 287-297; ZG Chapters 8 & 9

WEEK 12  
Personality disorders (continued); Disassociative disorders  
Reading: QR 229-232; ZG Chapter 7

WEEK 13  
Film; discussion of societal views of mental illness; cultural competence

WEEK 14  
Licensure process; LCSW exam

WEEK 15  
Final Examination

**Assignments:**

**Group Presentation**

Students will form groups of 2-3 members and will choose a mental disorder from among the disorders presented throughout the class. Each group will provide a 30-minute oral presentation in which one member will play the role of social worker and the others will act as the client and collateral contacts. The presentation should include: presenting symptoms per DSM-IV-TR criteria, highlights from a competency-based social work assessment and empirically-based social work interventions.



Disorders for Oral Presentations:

- 1) ADHD/ODD/CD/Separation Anxiety
- 2) Alcohol Abuse
- 3) Cocaine and Opiate Abuse
- 4) Schizophrenia
- 5) Major Depressive Disorder and Dysthymia
- 6) Bi-Polar Disorder
- 7) Phobias
- 8) PTSD
- 9) Generalized Anxiety Disorder
- 10) Sexual Desire/Arousal/Orgasmic Disorders
- 11) Eating Disorders
- 12) Cluster A of the Personality Disorders (choose one)
- 13) Cluster B of the Personality Disorders (choose one)
- 14) Cluster C of the Personality Disorders (choose one)

Group members should not reveal the diagnosis of focus in their presentations. The class will discuss the role-play and attempt to identify the diagnosis being illustrated. Please inform instructor via e-mail of your group members and diagnosis. Each group is also responsible for submitting a 3-page, typed, double-spaced synopsis of their presentation written in APA format, which is included in the presentation grade.

**UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES**

**University Code of Student Responsibility:**

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:  
<http://legal.uncc.edu/policies/ps-104.html>

**Academic Integrity:**

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

**Course Credit Workload:**

This three-credit course requires three hours of classroom or direct faculty instruction and six hours of out-of-class student work each week for approximately fifteen weeks. Out-of-class work may include but is not limited to: required and suggested reading, library and database research, written assignments, studying for quizzes, and preparing for a course presentation.

**Special Needs:**

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

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

**Diversity Statement:**

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

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

**Religious Accommodation:**

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

**Department Policies:**

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

**Optional Bibliography/Reading List: TBD**

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

**Course Number and Title:** SOWK 7125: Advanced Social Work Practice with Groups and Families

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description** – This course expands social work students’ knowledge, values, and skills with regard to advanced micro practice with individuals. **Pre-requisites: None, Co-requisites: None**

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

**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 the course, students should be able to:

2. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
3. Engage diversity and difference in practice (2.1.4)
5. Engage in research-informed practice and practice-informed research (2.1.6)
  - a. Assesses the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings
  - b. Uses practice experience to contribute to social work knowledge
6. Apply knowledge of human behavior and the social environment (2.1.7)
  - Critiques and differentially applies theory to guide social work practice at multiple levels

3. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)
  - Collaborates with colleagues, clients, and other professionals to assess and improve organizational and public policies regarding vulnerable, oppressed, and excluded clients
4. Engage with individuals, families, groups, organizations, and communities (2.1.10a)
  - Engages diverse groups and vulnerable populations at multiple levels of social work practice
9. Assessment with individuals, families, groups, organizations, and communities (2.1.10b)
  - Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies
10. Intervention with individuals, families, groups, organizations, and communities (2.1.10c)
  - Uses evidence-informed models of change to respond to a range of presenting concerns identified in the assessment
11. Evaluation with individuals, families, groups, organizations, and communities (2.1.10d)
  - a. Utilizes appropriate research strategies to examine interventions at all levels of social work practice
  - b. Evaluates multiple-level systems for practice, program, and policy effectiveness
  - c. Disseminates evaluation findings in order to guide future interventions

**Course Policies: TBD**

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

**Teaching Strategies:** The professor will employ a combination of lectures, discussion, videos, and hands-on exercises to highlight the competencies and practice behaviors covered in this course and to enhance learning. Students should read the assigned chapters prior to attending class in order to best contribute to class discussions, participate in the application of new knowledge, and demonstrate problem solving in the exercises.

**Required Texts:**

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

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

**Evaluation Methods:**

Assignments

Interpersonal Style Reflection Paper	50 points
Outline & Class Presentation of Group Activity	25 points
Exam 1, Groups	150 points
Cultural Genogram	75 points
Family Lab Skills & Worksheets (4)	50 points
<u>Exam 2, Family Case Analysis</u>	<u>150 points</u>
Total points possible	500 points

**Graduate Grade Scale:**

<b>Grade</b>	<b>Meaning</b>	<b>Percentages</b>
A	Commendable	90 - 100
B	Satisfactory	80 - 89
C	Marginal	70 – 79
U	Unsatisfactory	>70

**Topical/Unit Outline:**

Week	Unit	Topic	Skill Focus	Assignments
1	1	Introduction to Core Dynamics and skills of Group Counseling	applying theoretical concepts and frameworks	Readings TBA
2	2	Mutual Aid/ Group Formation	applying theoretical concepts and frameworks; self-awareness	Readings TBA <b>Interpersonal style reflection paper</b>
3	3	Group stages: beginning, working, and ending	applying theoretical concepts and frameworks	Readings TBA
4	4	Group facilitation skills	Skill development	Group Activity Presentations Readings TBA
5	4	Group facilitation skills	Skill development	Group Activity Presentations Readings TBA
6	4	Group facilitation skills	Skill development	Group Activity Presentations Readings TBA
7		<b>Groups Exam</b>		<b>Groups Exam</b>
8	5	Family systems theory; Ethnicity and Family Therapy	applying theoretical concepts and frameworks	Readings TBA

9	5	Ethnicity and Family therapy; Genogram	applying theoretical concepts and frameworks; self-awareness	Readings TBA
10	5	Family Assessment	applying theoretical concepts and frameworks	Readings TBA
11	6	Bowen	applying theoretical concepts and frameworks; skill development	<b>Cultural Genogram Due Lab skills rehearsal in class</b>
12	6	Strategic	applying theoretical concepts and frameworks; skill development	Readings TBA <b>Lab skills #1 due before next class</b>
13	6	Structural	applying theoretical concepts and frameworks; skill development	Readings TBA <b>Lab skills #2 due before next class</b>
14	6	Narrative	applying theoretical concepts and frameworks; skill development	Readings TBA <b>Lab skills #3 before next due class</b>
15	6	Couples Therapy	applying theoretical concepts and frameworks; skill development	<b>Lab skills #4 due before last class</b>
16		Final Exam Period		<b>Families Exam</b>

**Assignments:**

Interpersonal Style Reflection Paper: Students will complete an interpersonal self-assessment using instruments provided by instructor. Students will then complete a reflection paper reflecting upon the assessment, evaluating the strengths and challenges of their interpersonal

style, and considering the implications for themselves as a group participant and leader. More detail will be provided about this assignment by the instructor.

Outline & Class Presentation of Group Activity: Students will form groups around shared population interest. They will plan and present a group activity that would be used in a group for that population. The activity can be informational, skill building, supportive, treatment or task focused, or a combination depending on the purpose of the activity and how you anticipate using the activity with a particular population group. For example, is the activity a team building activity, an activity that helps group members identify and cope with grief issues, an ice breaker activity to get group members engaged, an activity to help group members deal with the ending of a group, etc.

Identify if the activity would be best used during the beginning, middle, or ending stages of groups. If you are co-facilitating a group at your field agency, you can use an activity from your group for purposes of this assignment.

Submit a one page written outline to the instructor describing the activity, the process and purpose and any materials, handouts, or special props needed for the activity. You are to present the activity to your classmates as if you were using it in a true group session. You will have about 10-15 minutes to demonstrate the activity and field any questions from the class. More detail will be provided about this assignment by the instructor.

Exams (2): Exams will be comprehensive short-answer, essay, and application.

Student's Cultural Genogram: This assignment provides an opportunity for student cultural self-exploration. Students will be expected to utilize use a chapter(s) in Ethnicity & Family Therapy (available for purchase on-line and on reserve at Atkins Library) that most closely reflects their cultural background as a resource and primary reference. Students are also encouraged to interview other family members in order to complete their genograms. From this assignment, students will also have the opportunity to understand themselves, their families, and cultural experiences and frameworks more deeply in a way that will facilitate their professional work with families. Students will simultaneously learn skills for constructing and understanding the genogram as an assessment and therapeutic tool. Using genogram symbols, students will construct a three-generation genogram of their family of origin. Students will then analyze their genogram from a strengths and resiliency perspective. More detail will be provided about this assignment by the instructor.

Family Lab Skills Role Plays & Worksheets: Students will be assigned to small groups and given a case scenario. Students will use the case scenario to prepare a role play that demonstrates the specific skills and strategies associated with a specific family therapy model. The group will be asked to complete a short worksheet identifying specific hypotheses and interventions related to the specific family therapy model we are studying. Students will also be asked to evaluate what was successful and what they might do differently in the role play. Each group member should have the opportunity to play the part of the therapist during one of the labs. The group will debrief with the class about their intervention choices and strategies. Worksheets will be turned in to the instructor electronically before next class. All group members will receive the same grade.

## UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

### **University Code of Student Responsibility:**

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

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

### **Academic Integrity:**

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

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

### **Course Credit Workload.**

This 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, written assignments, studying for quizzes and exams, and class preparation.

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

### **Diversity Statement:**

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

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

### **Religious Accommodation:**

It is the obligation of students to provide faculty with reasonable notice of the dates of



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

**Department Policies:**

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

**Optional Bibliography/Reading List: TBD**

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

**Course Number and Title:** SOWK 7222: Advanced Social Work Practice with Communities and Organizations I

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**CATALOG DESCRIPTION** - This course builds on the foundational theories and skills introduced in Social Work Practice with specific attention to communities and organizations as primary client systems. It introduces theories that inform and guide practice in communities and organizations. It builds advanced skills in engaging and assessing communities and organizations. **Pre-requisites: None, Co-requisites: SOWK 7443**

**COURSE RATIONALE:** The purpose of Advanced Social Work Practice with Organizations & Communities I is to introduce students to the purpose and history of social work practice in communities and organizations, to theories of culturally sensitive and socially just practice within these contexts, and to advanced engagement and assessment skills within these contexts. **The course requires students to make a conceptual shift from focusing on individuals and families as primary client systems to focusing on organizations and communities as primary client systems.**

Community systems impact the well-being of community members. Often, communities must change to maximize well-being and to ensure social and economic justice. Social workers who engage in community practice identify the need and opportunity for change, and then build relationships, plan, implement, and evaluate change efforts. Organizations are the context for social work practice. Social workers need to know how to strengthen, maintain, and when necessary, change the organizations within which they work so that the organization will be more effective and more responsive to clients and employees. By working effectively with organizations and communities, social workers can facilitate the well-being of individuals and families, positively impact the availability and effectiveness of services, and seek to achieve social and economic justice especially for historically oppressed and vulnerable persons. As an advanced practice class, this course facilitates the development of advanced practice skills in engaging and assessing organizations and communities.

**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 the course, students should be able to:

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)

- Applies ethical decision-making skills on multiple levels of practice, with special attention to social justice for vulnerable populations
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
  4. Engage diversity and difference in practice (2.1.4)
  4. Advance human rights and social and economic justice (2.1.5)
    - a. Recognizes the local and global context of individual struggles and social problems
    - b. Supports advocacy efforts by the region's vulnerable populations to advance social and economic justice
  6. Engage in research-informed practice and practice-informed research (2.1.6)
    - a. Assesses the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings
    - b. Uses practice experience to contribute to social work knowledge
  7. Apply knowledge of human behavior and the social environment (2.1.7)
    - Critiques and differentially applies theory to guide social work practice at multiple levels
  8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)
    - Collaborates with colleagues, clients, and other professionals to assess and improve organizational and public policies regarding vulnerable, oppressed, and excluded clients
  9. Engage with individuals, families, groups, organizations, and communities (2.1.10a)
    - Engages diverse groups and vulnerable populations at multiple levels of social work practice
  10. Assessment with individuals, families, groups, organizations, and communities (2.1.10b)
    - Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies
  11. Intervention with individuals, families, groups, organizations, and communities (2.1.10c)
    - Uses evidence-informed models of change to respond to a range of presenting concerns identified in the assessment

12. Evaluation with individuals, families, groups, organizations, and communities (2.1.10d)
- a. Utilizes appropriate research strategies to examine interventions at all levels of social work practice
  - b. Evaluates multiple-level systems for practice, program, and policy effectiveness
  - c. Disseminates evaluation findings in order to guide future interventions

## **COURSE POLICIES:**

**REFERENCING AND ACCESSING APPROPRIATE SOURCES** – As noted in the university policy below, referencing is expected whenever quoting or otherwise using others' work (such as in paraphrasing or employing key ideas). Standard APA style (6<sup>th</sup> edition) is required for citation within the text and in the reference section. Given the availability of information on the World Wide Web, it is often difficult to evaluate the quality of online sources. It is expected that students will pay attention to the domain, sponsor, author's background, and date of information on websites used and will *cite all information obtained from websites*. In doing all assignments, it is expected that students will always include sources that have been subjected to peer review and are published in scholarly journals.

**ORAL & WRITTEN COMMUNICATION SKILLS** – This is a graduate course in a professional program of study for which competency in oral and written communication is expected. Clear oral statements and contributions demonstrating respect for others will be the norm. Written communication using correct spelling and grammar, paper organizational skills, and correct paragraph and sentence structure is expected and these factors are included in grading criteria for assignments. Students are expected to seek assistance outside of class if

**PROFESSIONALISM** – In preparation for professional social work practice, students will be expected to attend class and be prepared to participate in classroom discussion and exercises. Participation that exemplifies professionalism will include the following:

- Punctuality;
- Thoughtful preparation for each class period;
- Regular contributions to class discussion and exercises;
- Respect for diversity (see p. 5 of this document);
- Respect for others in open and private dialogue;
- Openness to learning from others;
- Not disturbing others (through cell phones, texting, laptop use, etc.);
- Completion of assignments on time;
- Critical Thinking.

The instructor reserves the right to deduct points from a student's final grade if students fail to act in a professional manner as described above.

**ATTENDANCE & PARTICIPATION** – Because of the importance of learning from each other, students are expected to attend all class sessions having read the required readings listed on the course outline for that session, so that they can participate effectively in classroom discussions and exercises. Effective classroom participation will reflect students' own professional experiences, assigned readings, and critical thinking. Students are allowed one

absence without penalty, all subsequent absences that are not due to extenuating and unforeseen circumstances will result in a one point (1) deduction from the final grade. Students are allowed one tardy without penalty. Subsequent tardies that are not due to extenuating and unforeseen circumstances will result in a half point (.5) deduction from the final grade.

**ASSIGNMENT DUE DATES** – Students are expected to turn in assignments on time unless the instructor is contacted in advance of the due date and an extension is agreed upon. Extensions and incompletes will be based on extenuating circumstances beyond the student's control. **The written class assignments will only be accepted through Moodle. If you will be submitting files in a format other than Microsoft Word, please inform the instructor before submitting the files.** Assignments should be *uploaded to Moodle by the beginning of the class period on the day the papers are due*. If a student does not contact the instructor or if there are no extenuating circumstances, one point (1) will be deducted for each day an assignment is late. Papers more than one week late will not be accepted and the student will receive 0 points. One point (1) will be deducted if the assignment is not turned in during the first 10 minutes of class on the due date.

**Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus in response to teaching opportunities and the contextual variables of each classroom.

**Required Texts:**

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2012). *Social work macro practice*. 4<sup>th</sup> Edition. Boston: Allyn & Bacon Publishers.

**Evaluation Methods:**

Integrated Learning Assignments	20
Community Meeting Observation & Reflection OR	
Organization Meeting Observation & Reflection (5)	
Windshield Survey and Reflection (5)	
Organizational Culture Observation & Reflection (5)	
Client flow chart (5)	
Organizational Assessment	20
Community Needs Assessment Presentation	30
Community Needs Assessment [ <b>Portfolio Assignment</b> ]	30
<b>TOTAL:</b>	<b>100</b>

**Graduate Grade Scale:**

Grade	Meaning	Percentages
A	Commendable	90 - 100
B	Satisfactory	80 - 89
C	Marginal	70 – 79
U	Unsatisfactory	>70

**Topical/Unit Outline:**

<b>Class period</b>	<b>Topic outline</b>
1	<b>Introduction to course</b> <ul style="list-style-type: none"> <li>• Syllabus review</li> <li>• Rationale for larger scale interventions</li> <li>• Planning change at macro levels</li> <li>• Effective task groups</li> </ul>
2	<b>Purpose &amp; history of social work practice with organizations and communities</b> <ul style="list-style-type: none"> <li>• Historical sketch of macro practice in professional social work</li> <li>• Social work roles in organizational &amp; community change</li> <li>• Macro practice roles for clinical practitioners</li> </ul>
3	<b>Relationship of individuals to organizations &amp; communities</b> <ul style="list-style-type: none"> <li>• Developing cultural humility in macro contexts</li> <li>• Concepts of growth and human development</li> <li>• Impact of social relationships and structures on individuals</li> <li>• Impact of difference, discrimination, privilege, and oppression</li> </ul> <p><i>Integrated learning project 1 due</i></p>
4	<b>Understanding communities, part i</b> <ul style="list-style-type: none"> <li>• Community as context for practice and target of change</li> <li>• Definitions &amp; structures of communities</li> <li>• Theoretical approaches to community</li> </ul>
5	<b>Understanding communities, part ii</b> <ul style="list-style-type: none"> <li>• Theoretical approaches to community</li> <li>• Nature of problems in communities</li> <li>• Applying community theories to practice</li> </ul>
6	<b>Understanding organizations, part i</b> <ul style="list-style-type: none"> <li>• Organizations as context for practice and target of change</li> <li>• Definitions &amp; structures of organizations</li> <li>• Theoretical approaches to organizations</li> </ul> <p><i>Integrated learning project 2 due</i></p>
7	<b>Understanding organizations, part ii</b> <ul style="list-style-type: none"> <li>• Theoretical approaches to organizations</li> <li>• Nature of problems in organization</li> <li>• Applying organizational theories to practice</li> </ul>
8	<b>Engaging organizations and communities</b> <ul style="list-style-type: none"> <li>• Role of target population in defining problems</li> <li>• Engaging from within and outside</li> <li>• Culturally informed engagement</li> </ul>
9	<b>Engaging organizations &amp; communities</b> <ul style="list-style-type: none"> <li>• Relationship-building</li> <li>• Applying interpersonal skills in macro contexts</li> </ul> <p><i>Integrated learning project 3 due</i></p>
10	<b>Engaging organizations &amp; communities</b> <ul style="list-style-type: none"> <li>• Relationship-building</li> <li>• Applying interpersonal skills in macro contexts</li> </ul>
11	<b>Assessing organizations &amp; communities</b>

	<ul style="list-style-type: none"> <li>• Types of need</li> <li>• problem identification</li> </ul> <p><b><i>Organizational assessment due</i></b></p>
12	<p><b>assessing organizations &amp; communities</b></p> <ul style="list-style-type: none"> <li>• Assessment models, part i</li> <li>• Assessment instruments, part i</li> </ul>
13	<p><b>Assessing organizations &amp; communities</b></p> <ul style="list-style-type: none"> <li>• Assessment models, part ii</li> <li>• Assessment instruments, part ii</li> <li>• Disseminating assessment findings</li> </ul>
14	<p><b>Assessing organizations &amp; communities</b></p> <ul style="list-style-type: none"> <li>• Leadership assessment</li> <li>• Power &amp; politics in communities</li> <li>• Capacity &amp; feasibility for change</li> </ul> <p><b><i>Integrated learning project 4 due</i></b></p>
15	<p><b><i>Needs assessment presentations due</i></b></p> <p><b><i>Needs assessment portfolios due</i></b></p>
16	<p><b><i>Needs assessment presentations due</i></b></p> <p><b>Course wrap-up &amp; conclusion</b></p>

## ASSIGNMENTS:

### ASSIGNMENT I: Integrated Learning Projects

#### Project 1: Meeting Observation & Reflection (Community or Field Agency)

##### Option 1a: Community Meeting Observation & Reflection

Each student will visit a community meeting occurring in one of the communities around Charlotte and record observations. Communities can be geographic communities or communities of affiliation. The instructor will make a list of upcoming community meetings available for the students or students can identify a meeting they would like to attend. After observing the meeting, the student will complete a one-two page reflection on the nature of the meeting. Reflections should address the following:

- 1) What was the purpose of the meeting?
- 2) Who attended the meeting (citizens, politicians, media, etc.)? How did they participate in the meeting? How were attendees encouraged or discouraged from participating?
- 3) How would you characterize the tenor of the meeting?
- 4) What issues were raised and were these issues addressed?
- 5) How would you suggest a social worker enter this community in order to facilitate change?

##### Option 1b: Organization Meeting Observation & Reflection

Each student will record observations of a meeting at/through her/his field agency. After observing the meeting, the student will complete a one-two page reflection on the nature of the meeting. Reflections should address the following:

- 1) Who was the leader(s) of this meeting and what was her facilitation style?
- 2) What was the demeanor of meeting participants? What did they do during the meeting? How did they respond to the meeting leader(s)?
- 3) What worked well about the meeting? Why?
- 4) What didn't work well about the meeting? Why?

If you were in charge of planning and conducting this meeting, how would you improve it? Why?

### **Project 2 - Windshield Survey and Reflection**

In groups of two-three, students will conduct a windshield/walking survey of one of the four geographic communities identified in class. The group will summarize their findings in a three-five page report that addresses/includes the following:

- 1) Pictures (do not count against your page limit)
- 2) Demographic characteristics of community (from national/local data source)
- 3) Type, approximate age, and condition of community's housing
- 4) Type, location, and conditions of public spaces (parks, greenways, etc.)
- 5) Type, location, and conditions of business and industrial facilities
- 6) Type, location, and conditions of public buildings (social services, courthouse, jail, etc.)
- 7) Presence and conditions of community infrastructure (roads, lights, sidewalks, bridges, etc.)
- 8) Summary Assessment of community assets and needs
- 9) Summary Assessment of congruence/incongruence of community demographic profile and community assets

### **Project 3: Organizational Culture Observation & Reflection**

Each student will identify a cultural artifact at her/his field agency and complete a one-two page reflection that includes/addresses the following:

- 1) A picture/rendering of the artifact
- 2) What meaning you think the artifact conveys to you, to someone seeking/receiving services, to funders, and to others who enter the agency?
- 3) What do you think the artifact tells you about the values and underlying assumptions of the agency?

### **Project 4 – Client Flow Chart**

Each student will complete a flow chart and brief paper describing and assessing how clients enter, receive, and exit services in the student's field agency. Papers should be 1-3 pages and should include the following:

- 1) Flow chart (further instructions on formatting provided in class)
- 2) Critical reflection on services process (what works, what doesn't? what parts of the process are more and less effective?)



## **ASSIGNMENT 2: Organizational Assessment**

Using one of the organizational assessment models discussed in class, each student will complete a 4-5 page assessment of their field agency. If the field agency is a large, multi-faceted organization, the student can complete the assessment on a department or unit within the larger organization.

## **ASSIGNMENT 3: Community Needs Assessment Executive Summary**

Assignment 3 is the first part of the two-part Community Needs Assessment Project. The Needs Assessment Project is comprised of two elements – 1) an Executive Summary completed by the group that describes the target population and their needs and 2) a persuasive group presentation that emphasizes why this population requires attention. For this assignment, groups of 3-4 students will choose a target population and then assess their strengths and needs according to elements of needs assessment frameworks discussed in class and from the required reading.

Assignments 3 & 4 are a part of the Students4Giving program in the UNC Charlotte Department of Social Work. Students4Giving is a national program designed to address critical needs in the community while involving members of the next generation in philanthropy. Students4Giving involves students in the three primary steps of the philanthropic process: 1) identifying and understanding community needs (SOWK 6222); 2) developing and implementing a grantmaking mechanism to fund an agency that addresses identified community needs; 3) systematically selecting an agency to fund to address the identified need; and 4) creating and implementing a fundraising plan to sustain grantmaking activities (Summer Elective). Through these activities, the UNC Charlotte Students4Giving project seeks to enhance learning among faculty members and students using course-based philanthropy as a means for community engagement and contribute to the well-being of the community's most vulnerable populations.

The Executive Summary should be **4-6 pages** in length, not including references, and should have a minimum **12-point font size**. The summary should address the following information:

1. Summary statement of the problem facing the target group.
2. Brief description of needs assessment methodology.
3. Describe the demographic composition and geographic distribution of the target group.
4. Describe the geographic distribution of the target group.
5. Describe target population's strengths.
6. Describe the problem and specific needs facing the target group as discovered in assessment.
7. Discuss differing perspectives of the problem, including the target population's perspectives of the problem.
8. Discuss barriers to problem resolution and barriers that limit inclusion of target population.
9. Prioritize up to five needs to address in the community and provide a brief rationale for each.
10. Identify and describe agencies, community or advocacy groups working to address the problem in the Greater Charlotte area.

## **ASSIGNMENT 4: Community Needs Assessment Presentation**

A second major product of the Community Needs Assessment Project is a PowerPoint or Prezi presentation by your group that seeks to persuade your classmates of the importance of addressing the problem experienced by the target population. Following the presentations, the class will vote on prioritization of needs and the results of the vote will be shared with those participating in the Students4Giving philanthropy elective. The presentation can be no more than 15 minutes and must include the participation of all group members.

Assignments 3 & 4 are a part of the Students4Giving program in the UNC Charlotte Department of Social Work. Students4Giving is a national program designed to address critical needs in the community while involving members of the next generation in philanthropy. Students4Giving involves students in the three primary steps of the philanthropic process: 1) identifying and understanding community needs (SOWK 6222); 2) developing and implementing a grantmaking mechanism to fund an agency that addresses identified community needs; 3) systematically selecting an agency to fund to address the identified need; and 4) creating and implementing a fundraising plan to sustain grantmaking activities (Summer Elective). Through these activities, the UNC Charlotte Students4Giving project seeks to enhance learning among faculty members and students using course-based philanthropy as a means for community engagement and contribute to the well-being of the community's most vulnerable populations.

The presentation should address the following:

1. Summary statement of the problem facing the target group.
2. Describe the target group, including their strengths.
3. Describe the problem and needs of the target group.
4. Provide a rationale for addressing the problem facing the group.
5. Describe your methodology - how/where your group found information to address the above items.

## **UNIVERSITY, COLLEGE AND DEPARTMENTAL 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:**

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>. *Faculty may ask students to*

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

**COURSE CREDIT WORKLOAD:** This 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, written assignments, and studying for the exam.

**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/calendars/calendar.htm>).

**DEPARTMENT POLICIES:**

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

**Optional Bibliography/Reading List:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.

Hardcastle, D. A., & Powers, P. R. (2004). *Community practice: Theories and skills for social workers* (2<sup>nd</sup> ed.). Oxford: Oxford University Press.

O'Connor, M. K., & Netting, F. E. (2009). *Organization practice: A guide to understanding human service organizations* (2<sup>nd</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.

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

**Course Number and Title:** SOWK 7223: Advanced Social Work Practice with Communities and Organizations II

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**CATALOG DESCRIPTION** - This course builds advanced practice skills in the design, development, implementation, and evaluation of interventions at the community and organizational levels. It also builds skills in leadership and ethical decision-making. It emphasizes the use of critical thinking and self-awareness concerning leadership and ethical challenges in community and organizational contexts. **Pre-requisites:** SOWK 7222, 7443 **Co-requisites:** SOWK 7444, 7651

**COURSE RATIONALE:** The purpose of Advanced Social Work Practice with Organizations & Communities II is to build advanced intervention skills with communities and organizations, to examine the underlying assumptions that guide change in communities and organizations, and to develop awareness and skills in leadership and ethical decision-making. Like the first advanced practice course with organizations and communities, **the course requires students to make a conceptual shift from focusing on individuals and families as primary client systems to focusing on organizations and communities as primary client systems.**

As an advanced practice class, this course facilitates the development of advanced practice skills in organizational and community intervention and evaluation. Social workers with advanced practice skills recognize the underlying assumptions that guide the need and desire to create change on community and organization levels. Using skills developed in the first part of the organization and community practice sequence, social workers construct intervention hypotheses according to a theory of change based on thorough problem analysis, research, and needs assessment. Social workers have the capacity to utilize multiple intervention designs to address client needs (e.g., direct service programming, client advocacy, staff development and training, community programming, policy advocacy). In doing so, social workers address resource acquisition and planning issues; build interorganizational partnerships and community relationships to support development and implementation of interventions; design monitoring, accountability, and evaluation plans for interventions; and, develop leadership skills to guide and encourage change.

**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 the course, students should be able to:

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)

- Applies ethical decision-making skills on multiple levels of practice, with special attention to social justice for vulnerable populations
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
  4. Engage diversity and difference in practice (2.1.4)
  5. Advance human rights and social and economic justice (2.1.5)
    - Recognizes the local and global context of individual struggles and social problems
    - Supports advocacy efforts by the region's vulnerable populations to advance social and economic justice
  6. Engage in research-informed practice and practice-informed research (2.1.6)
    - a. Assesses the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings
    - b. Uses practice experience to contribute to social work knowledge
  7. Apply knowledge of human behavior and the social environment (2.1.7)
    - Critiques and differentially applies theory to guide social work practice at multiple levels
  8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)
    - Collaborates with colleagues, clients, and other professionals to assess and improve organizational and public policies regarding vulnerable, oppressed, and excluded clients
  5. Engage with individuals, families, groups, organizations, and communities (2.1.10a)
    - Engages diverse groups and vulnerable populations at multiple levels of social work practice
  10. Assessment with individuals, families, groups, organizations, and communities (2.1.10b)
    - Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies
  11. Intervention with individuals, families, groups, organizations, and communities (2.1.10c)
    - Uses evidence-informed models of change to respond to a range of presenting concerns identified in the assessment

12. Evaluation with individuals, families, groups, organizations, and communities (2.1.10d)

- a. Utilizes appropriate research strategies to examine interventions at all levels of social work practice
- b. Evaluates multiple-level systems for practice, program, and policy effectiveness
- c. Disseminates evaluation findings in order to guide future interventions

**COURSE POLICIES:**

**REFERENCING AND ACCESSING APPROPRIATE SOURCES** – As noted in the university policy below, referencing is expected whenever quoting or otherwise using others' work (such as in paraphrasing or employing key ideas). Standard APA style (6<sup>th</sup> edition) is required for citation within the text and in the reference section. Given the availability of information on the World Wide Web, it is often difficult to evaluate the quality of online sources. It is expected that students will pay attention to the domain, sponsor, author's background, and date of information on websites used and will *cite all information obtained from websites*. In doing all assignments, it is expected that students will use discretion when using online sources that have not been professionally reviewed and that they will also always include sources that have been subjected to peer review and are published in scholarly journals.

**ORAL & WRITTEN COMMUNICATION SKILLS** – This is a graduate course in a professional program of study for which competency in oral and written communication is expected. Clear oral statements and contributions demonstrating respect for others will be the norm. Written communication using correct spelling and grammar, paper organizational skills, and correct paragraph and sentence structure is expected and these factors are included in grading criteria for assignments. Students are expected to seek assistance outside of class if

**PROFESSIONALISM** – In preparation for professional social work practice, students will be expected to attend class and be prepared to participate in classroom discussion and exercises. Participation that exemplifies professionalism will include the following:

- Punctuality;
- Thoughtful preparation for each class period;
- Regular contributions to class discussion and exercises;
- Respect for diversity (see p. 5 of this document);
- Respect for others in open and private dialogue;
- Openness to learning from others;
- Not disturbing others (through cell phones, texting, laptop use, etc.);
- Completion of assignments on time;
- Critical Thinking.

The instructor reserves the right to deduct points from a student's final grade if students fail to act in a professional manner as described above.

**ATTENDANCE & PARTICIPATION** – Because of the importance of learning from each other, students are expected to attend all class sessions having read the required readings listed on the course outline for that session, so that they can participate effectively in classroom discussions and exercises. Effective classroom participation will reflect students' own professional experiences, assigned readings, and critical thinking. Students are allowed one

absence without penalty, all subsequent absences that are not due to extenuating and unforeseen circumstances will result in a one point (1) deduction from the final grade. Students are allowed one tardy without penalty. Subsequent late arrivals that are not due to extenuating and unforeseen circumstances will result in a half point (.5) deduction from the final grade.

**ASSIGNMENT DUE DATES** – Students are expected to turn in assignments on time unless the instructor is contacted in advance of the due date and an extension is agreed upon. Extensions and incompletes will be based on extenuating circumstances beyond the student's control. **The written class assignments will only be accepted through Moodle. If you will be submitting files in a format other than Microsoft Word, please inform the instructor before submitting the files.** Assignments should be *uploaded to Moodle by the beginning of the class period on the day the papers are due*. If a student does not contact the instructor or if there are no extenuating circumstances, one point (1) will be deducted for each day an assignment is late. Papers more than one week late will not be accepted and the student will receive 0 points. One point (1) will be deducted if the assignment is not turned in during the first 10 minutes of class on the due date.

**Syllabus Subject to Change:** The instructor reserves the right to alter this syllabus in response to teaching opportunities and the contextual variables of each classroom.

**Required Text:**

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2012). *Social work macro practice*. 4<sup>th</sup> Edition. Boston: Allyn & Bacon Publishers.

**Evaluation Methods:**

Intervention Development Projects	20
Intervention Hypothesis (5)	
Intervention Logic Model (5)	
Goals & Objectives (5)	
Budget (5)	
Intervention Proposal [ <b>Portfolio Assignment</b> ]	30
Proposal Defense Presentation	20
Leadership Self-Assessment	30
<b>TOTAL:</b>	<b>100</b>

**Graduate Grade Scale:**

Grade	Meaning	Percentages
A	Commendable	90 - 100
B	Satisfactory	80 - 89
C	Marginal	70 – 79
U	Unsatisfactory	>70

**Topic/Unit Outline:**

Class period	Topic outline
1	<b>Introduction to course</b> <ul style="list-style-type: none"> <li>• Syllabus review</li> <li>• Planning change at macro levels</li> </ul>



	<ul style="list-style-type: none"> <li>• Effective task groups reprise</li> </ul>
2	<p><b>Community interventions</b></p> <ul style="list-style-type: none"> <li>• Community practice models</li> <li>• Target population roles in practice models</li> <li>• Politics &amp; power in practice models</li> <li>• Role of evaluation in practice models</li> </ul>
3	<p><b>Community interventions</b></p> <ul style="list-style-type: none"> <li>• Comparative strengths &amp; challenges of community practice models</li> <li>• Community practice skills</li> </ul>
4	<p><b>Organizational development &amp; interventions</b></p> <ul style="list-style-type: none"> <li>• Organizational development &amp; development models</li> <li>• Target population roles in development models</li> <li>• Politics &amp; power in development models</li> <li>• Role of evaluation in development models</li> </ul>
5	<p><b>Organizational development &amp; interventions</b></p> <ul style="list-style-type: none"> <li>• Comparative strengths &amp; challenges of organizational practice models</li> <li>• Organizational practice skills</li> </ul> <p><i>Intervention development project 1 due</i></p>
6	<p><b>Program planning</b></p> <ul style="list-style-type: none"> <li>• Prescriptive planning models</li> <li>• Emergent planning models</li> <li>• Comparative strengths &amp; challenges of program planning models</li> </ul>
7	<p><b>Effectiveness-based planning and design for programs, organizations, &amp; communities, part i</b></p> <ul style="list-style-type: none"> <li>• Articulating a theory of change</li> <li>• Selecting an intervention strategy</li> <li>• Setting goals and objectives</li> </ul> <p><i>Intervention development project 2 due</i></p>
8	<p><b>Effectiveness-based planning and design for programs, organizations, &amp; communities, part ii</b></p> <ul style="list-style-type: none"> <li>• Intervention design</li> </ul>
9	<p><b>Budget &amp; resource planning</b></p> <ul style="list-style-type: none"> <li>• Line-item budgeting</li> <li>• Functional budgeting</li> <li>• Program budgeting</li> <li>• Program feasibility &amp; resource identification</li> </ul> <p><i>Intervention development project 3 due</i></p>
10	<p><b>Budget &amp; resource planning</b></p> <ul style="list-style-type: none"> <li>• Program feasibility &amp; resource identification</li> <li>• Sustainability planning</li> </ul> <p><i>Intervention development project 4 due</i></p>
11	<p><b>Intervention monitoring &amp; evaluation</b></p> <ul style="list-style-type: none"> <li>• Management information systems</li> <li>• Formative &amp; process evaluations</li> <li>• Summative evaluations</li> <li>• Impact assessments</li> </ul>

	<ul style="list-style-type: none"> <li>• Cost/benefit analyses</li> <li>• Audiences for monitoring &amp; evaluation reports</li> </ul>
12	<b><i>Intervention proposals due</i></b>
13	<b>leadership for organizational &amp; community change</b> <ul style="list-style-type: none"> <li>• Leadership styles in organizational &amp; community practice</li> <li>• Role of self-awareness in organizational &amp; community practice</li> <li>• Leadership skills in multicultural organizations &amp; communities</li> </ul>
14	<b><i>Proposal presentations due</i></b>
15	<b><i>Proposal presentations due</i></b>
16	<b>Course wrap-up &amp; conclusion</b> <b><i>Leadership self-assessment due</i></b>

## ASSIGNMENTS:

### ASSIGNMENT I: Intervention Development Projects

The purpose of Assignment 1 is to build skills in intervention design throughout the semester. Student groups will complete the projects outlined below that are based on the needs assessments completed in the first class of the advanced macro practice sequence. Students will receive feedback on these projects that should be incorporated into the Intervention Proposal.

#### **Project 1 - Intervention Hypothesis**

Students will complete an intervention hypothesis that is based on the information discovered through the needs assessment assignment during the first class of the advanced macro practice sequence. The assignment should be 1-2 pages and should include the following:

- 10) Brief statement of the problem/opportunity addressed.
- 11) Intervention hypothesis designed to address the problem.
- 12) Brief rationale for intervention approach.

#### **Project 2: Intervention Logic Model**

Incorporating feedback about the intervention hypothesis, students will construct a logic model that depicts the proposed intervention. Students should use one of the logic model options discussed in class. In addition to the logic model, the students should provide a brief narrative that explains the model as it should be understood by the reader.

#### **Project 3: Intervention Goals & Objectives**

Incorporating feedback about the intervention logic model, students will complete goals and objectives for the proposed intervention. Objectives should include both process and outcome objectives. All objectives should include the following elements:

- 4) A specific time frame
- 5) Target of the change
- 6) Products (process) or results (outcomes) to be achieved
- 7) Criteria by which the products/results will be documented, monitored, or measured

The assignment will be 1-2 pages long. A reference page should be added if standardized measurements are used. No literature or explanation is necessary for this assignment, but the goals and hypothesis should make sense as a whole when read with the problem statement, intervention hypothesis, and logic model.

#### **Project 4: Budget**

Students will complete a *feasible* line-item budget to fund their intervention proposal.

Budgets should include:

- 5) Line item budget with three columns for: 1) funding requested, 2) contributions from other sources, and 3) totals
- 6) Line item for indirect costs allowable by targeted funding source in final budgetary total
- 7) Budget justification (list item by item and briefly explain the rationale for expenditures)

#### **ASSIGNMENT 2: Intervention Proposal**

In Advanced Practice with Organizations and Communities I, students developed the knowledge and skills to identify social problems and analyze organizational and community needs. In this course students will propose an intervention based on what was learned through the needs assessment project from the first semester. The proposal should not exceed 20 pages, not including references and appendixes. The completed plan should be bound and a copy provided to the instructor and the proposal review panel. The completed proposal should include the following components:

- 1) Title Page (1 page)
  - Program name
  - Name and address of targeted funding source
  - Host organization's name and address
  - Name of principal investigator(s) (your names)
  - Contact information (phone number, fax number, email address)
- 2) Table of Contents (1 page)
- 3) Executive Summary (1-2 pages single-spaced)
  - Stand-alone overview of entire program plan, including resource needs.
- 4) Program Rationale (2-3 double-spaced pages)
  - Clear statement of problem and its significance
  - Convincing rationale for why program is needed (grounded in literature, theory, research & practice)
  - Social justice/value implications
- 5) Host Organization (1-2 double-spaced pages)
  - Organization's qualifications/credibility/track record to develop and implement this program
  - Current revenue sources
  - Evidence of community partnering
  - (Append an organizational chart)
- 6) Intervention Hypothesis, Goals, Objectives & Activities (1-3 pages single-spaced)

- in outline format)
- Intervention Hypothesis
  - Complete outcome and process objectives placed with appropriate goal
  - Activities (with responsible party and timeline) under appropriate process objectives
  - Append logic model
- 7) Program Design & Structure (2-3 double-spaced pages)
- Description of design and structure
  - Convincing argument as to why your design/structure is creative and relevant
  - Flow chart of the program (can be appended)
  - Necessary staffing (append job descriptions for paid staff and volunteers)
  - Strategies to remove barriers that limit inclusion of populations at-risk in program implementation and evaluation
- 8) Monitoring, Evaluation & MIS (2-3 double-spaced pages)
- Description and justification of monitoring & evaluation plan
  - List of data elements to be collected in MIS (list can be single-spaced and in columns)
  - Fit of MIS to objectives
- 9) Budget (2-3 pages)
- Line item budget with three columns for: 1) funding requested, 2) contributions from other sources, and 3) totals
  - Line item for indirect costs allowable by targeted funding source in final budgetary total
  - Budget justification (list item by item and succinctly explain the basis for the figures in the budget)
- 10) Future funding/self sufficiency plan (1 page)
- Feasible plan for what you will do to become self sufficient
- 11) References
- 12) Appendices

### **ASSIGNMENT 3: Proposal Defense Presentation**

Incorporating feedback from the Intervention Proposal, student groups will prepare and deliver a 10- minute program and budget presentation to a mock funding panel consisting of outside experts from the Charlotte community. The panel will be charged with determining the potential of your program to be funded by the targeted source. Program and budget presentations should include the following:

- 1) Statement of problem and need
- 2) Description of proposed intervention
- 3) Expected outcomes and impact
- 4) Budget description
- 5) Handout that summarizes proposal

### **ASSIGNMENT 4: Leadership Self-Assessment**

Facilitating community and organizational change requires skills in managing individuals, groups, relationships, complex situations, and conflicting values. Each student will assess her/his own leadership ability and create a plan to nurture leadership strengths and address potential weaknesses. The leadership self-assessment will be 4-5 pages long and address the following questions:

- 1) What are your primary strengths as a leader? Primary weaknesses? Describe a situation where your leadership strengths were evident. Describe a situation where your leadership weaknesses were evident. What did you learn about yourself in those situations?
- 2) What is your primary leadership style (from the leadership styles discussed in class)? What other styles do you need to develop? Why?
- 3) What skills do you need to develop to address conflict and conflicting values?
- 4) What skills do you need to develop to be an effective leader in multicultural organizational and community settings?
- 5) What will you do in the year following graduation to nurture existing and develop new leadership skills?

## UNIVERSITY, COLLEGE AND DEPARTMENTAL 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:**

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>. *Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.*

**COURSE CREDIT WORKLOAD:** This 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, written assignments, and studying for the exam.

**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/calendars/calendar.htm>).

**DEPARTMENT POLICIES:**

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

**Optional Bibliography/Reading List:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.

Hardcastle, D. A., & Powers, P. R. (2004). *Community practice: Theories and skills for social workers* (2<sup>nd</sup> ed.). Oxford: Oxford University Press.

Kettner, P.M, Moroney, R.M., & Martin, L.L. (2008). *Designing and managing programs: An effectiveness-based approach* (3<sup>rd</sup> ed.). Los Angeles, CA: Sage.

Netting, F.E., O'Connor, M.K., & Fauri, D.P. (2008). *Comparative approaches to program planning*. Hoboken, NJ: John Wiley & Sons, Inc.

O'Connor, M. K., & Netting, F. E. (2009). *Organization practice: A guide to understanding human service organizations* (2<sup>nd</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.

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

**Course Number and Title:** SOWK 7443: Social Work Practicum III

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description:** Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. **Pre-requisites:** None, **Co-requisites:** SOWK 7222.

**Course Rational:** As CSWE's "signature pedagogy," social work practicum III is crucial for developing knowledge/competency at the concentration level of the MSW program. Students are exposed to advanced learning opportunities in their area of focus which transform conceptual academic knowledge and demonstrate the skills, knowledge and values of advanced practice behaviors within field practicum agency. Social work practices are refined and strengthened under the supervision of their field instructor and the student has the opportunity to critically reflect on their experiences and practice through seminar discussions monthly and written assignments.

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
  - a. Performs collaborative work with other professionals that promotes the welfare of vulnerable populations
  - b. Uses critical reflection, followed by action, that promotes professional self-development
2. Apply social work ethical principles to guide professional practice (2.1.2)
  - Applies ethical decision-making skills on multiple levels of practice, with special attention to social justice for vulnerable populations
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
  - a. Selects models of assessment, prevention, intervention, and evaluation that best meet the needs of vulnerable populations
  - b. Communicates effectively verbally and in writing with diverse populations, stakeholders, and service systems

4. Engage diversity and difference in practice (2.1.4)

- a. Recognizes and respects strengths and differences among client and professional systems
- b. Conducts social work practice with cultural sensitivity

5. Advance human rights and social and economic justice (2.1.5)

- a. Recognizes the local and global context of individual struggles and social problems
- b. Supports advocacy efforts by the region's vulnerable populations to advance social and economic justice

6. Engage in research-informed practice and practice-informed research (2.1.6)

- a. Assesses the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings
- b. Uses practice experience to contribute to social work knowledge

7. Apply knowledge of human behavior and the social environment (2.1.7)

- Critiques and differentially applies theory to guide social work practice at multiple levels

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)

- Collaborates with colleagues, clients, and other professionals to assess and improve organizational and public policies regarding vulnerable, oppressed, and excluded clients

9. Respond to contexts that shape practice (2.1.9)

- Understands and employs the strengths of vulnerable populations and insure their capacity to engage societal opportunities

10. Engagement with individuals, families, groups, organizations, and communities (2.1.10a)

- Engages diverse groups and vulnerable populations at multiple levels of social work practice

11. Assessment with individuals, families, groups, organizations, and communities (2.1.10b)

- Uses continuous assessment and feedback to select and, as appropriate, modify intervention strategies

12. Intervention with individuals, families, groups, organizations, and communities (2.1.10c)

- Uses evidence-informed models of change to respond to a range of presenting concerns identified in the assessment

13. Evaluation with individuals, families, groups, organizations, and communities (2.1.10d)



- a. Utilizes appropriate research strategies to examine interventions at all levels of social work practice
- b. Evaluates multiple-level systems for practice, program, and policy effectiveness
- c. Disseminates evaluation findings in order to guide future interventions

**Course Policies:**

1. Participate in field placement a minimum of 24 hours per week each semester.
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. Participate in a minimum of one one-hour-long supervisory conference each week.
7. Integrate classroom learning with the field experience.

**Attendance Policy:**

Field work attendance, campus seminar attendance, and punctuality are evidence of professionalism. Students are expected arrive on time and remain for the entirety of their scheduled field work hours and campus seminar classes. If they are unable to attend field work, they are expected to notify both the faculty field liaison and field instructor prior to the start of the work shift. If they are unable to attend a campus seminar, they are expected to notify the faculty liaison prior to the start of the class. Student must attend the entire seminar (start to finish) to obtain credit for attending.

**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 Organization & Participation**

Class attendance and participation are important elements of the seminar. Attendance and participation in seminar class will be considered when determining the student’s final grade for the advanced social work practicum course. Students are expected to actively contribute to discussion topics.

Positive seminar participation and professionalism includes:

- 1 Enthusiastic participation in discussion and exercises.
- 2 Responsible and accountable behavior that respects others, respects deadlines, completes assignments on time, and accepts feedback in a positive manner.
- 3 Responding to questions posed in class.
- 4 Asking good questions.
- 5 Being a respectful listener
- 6 Appropriately presenting alternative views to those raised by others
- 7 Offering comments that are encouraging, or that clarify or summarize ongoing discussion
- 8 Making contributions that demonstrate connections you discover between course work and field work.

9 Demonstrating a commitment to an essential social work value that includes respect for the dignity and worth of every individual and his/her right to social justice.

**Syllabus Subject to Change:**

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

**Teaching Strategies:**

The instructor will use focused discussion, assignments, handouts, and professional readings to help students share their field experiences, gain a better understanding of the network of agencies in which students are placed, understand the social work code of ethics, and make the connection with social work practice and theory, supervision, and students' professional growth.

**Required Texts: Required Text & Readings:**

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>

**Evaluation Methods:**

Students will be evaluated in their seminar as determined by the faculty liaison. Expectations and assignments for this course are as follows:

Fall Semester Attendance & Participation (25 points)

Fall Semester Learning Agreement (25 points)

Fall Semester Written Assignment (25 points)

Fall Semester Written Assignment (25 points)

**Total Points 100 Points**

Written Learning Agreement –Each student will complete a learning agreement, which should be viewed as your personal syllabus of what you will accomplish in the placement. The learning agreement needs to be updated each semester to reflect the core competencies and learning objectives. Please refer to the Field Manual and handout forms supplied by your field liaison to complete the learning agreement.

**Grade Scale:**

A = 90-100%

B = 80-89%

C = 70-79%

U = >70%

**Topical/Unit Outline:**

**Fall 20XX Semester Schedule:**

August XX First Day of Field Internship

August XX Seminar Class

Review of Learning Agreement, Syllabus, Internship Expectations

Sept. XX Labor Day Holiday – no classes or field internship

Sept. XX Seminar Class

Discussion of ethical dilemmas in internships (2.1.2)  
Discussion of issues regarding accurate and timely documentation with assessments, intervention plans and outcome measures.(2.1.1 & 2.1.10)  
Written Assignment on Ethical Issues Due (2.1.2 & 2.1.3)

### **Learning Agreement Due**

Oct. XX Fall Break – no classes or field internship  
Oct. XX Seminar Class  
Guest Speakers – Panel of MSW Alumni  
Panel will lead discussion of professionalism; ethical dilemmas, practice intervention perspectives, and opportunities for advocacy and cultural diversity in their agencies/organizations (2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.1.10)  
CHHS Room  
Nov. XX Thanksgiving Holidays  
Nov. XX Seminar Class  
Deafness and Hearing Loss: Mental Health Issues (2.1.4, 2.1.5, 2.1.6, 2.1.7)  
Guest Speaker = Julianne Gold Brunson, Ph.D.  
Written Assignment on Application of Research to Practice Due (2.1.6)  
Dec. XX Last day of field internship

### **Fall field internship evaluations due**

Dec. XX Final Exam Seminar Class

### **Assignments:**

#### **Class Participation**

Your class participation grade will be determined by your involvement in class discussions and class exercises appropriate self disclosure in class, respectful listening to other class members, raising questions when you do not understand.

#### **Criteria for grading papers**

Cover page, complete coverage of all of the content requested in the assignment, appropriate documentation of references, organization and clarity of material, and correct spelling and grammar. **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](http://www.uncc.edu/writing).

#### **Ethical Issue Assignment – Due September XX, 20XX**

Describe an ethical issue that has come up at your agency – perhaps one that you have found to be ethically challenging. You can also use the Social Workers' Ethical Responsibilities Handout as a reference for examples. Refer to the National Association of Social Workers (1996) *Code of Ethics*, Washington, D.C. NASW website: <http://www.socialworkers.org>. Your essay must be

typed and double spaced, including a cover page. Remember to cite your interview as a personal communication using APA standards. Interview someone at your agency about this issue. (This can be your supervisor or another colleague.) Write a 2-3 page paper that answers the following questions: What is the basis of the ethical situation? (Example: Confidentiality; Boundary Issues; Lack of Cultural Competency; Disregard for Policies; Inappropriate Behavior by Colleagues, etc.) What section of the NASW Code is applicable to this situation? How did the interviewee understand the issue in relation to the NASW Code? How were other agency professionals consulted about the issue? Would you have handled the issue the same way the agency did? If not, then what would you have done? What issue(s) did this dilemma bring up regarding any personal values for you? Were your personal values in agreement or in conflict with the agency's handling of the ethical issue?

### **Applying Research/Literature to Social Work Practicum – Due November XX,20XX**

Choose a research article that is applicable to your field work practice area and/or the client population served by your agency. For example, articles about direct practice with your particular population group, a clinical theory/theory application, effectiveness of specific interventions, developmental and/or cultural issues are all appropriate topic areas to research. Refer to the reading by author and title and be sure to cite the article using APA standards. Discuss the article with your supervisor. Write a 2-3 page paper about any reactions and/or questions you have about the research article and/or discussions with your supervisor; also applicable are any events and materials from your field agency that relate to the article. Any personal or confidential information you choose to include will not be shared in class.

## **UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES**

### **University Code of Student Responsibility:**

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

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

### **Academic Integrity:**

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. **Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.** 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/ps-105.html>. Students are expected to report cases of academic dishonesty to the course's instructor.

Academic integrity refers to cheating and plagiarism.

**Special Needs:**

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

**Diversity Statement:**

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

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

**Religious Accommodation:**

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

**Department Policies:**

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

**Optional Bibliography/Reading List: TBD**

**This is a course which has a clinical field component. The student is responsible for complying with requirements in affiliation agreements affecting students in clinical settings.**

*If there is a disaster (for example, a fire or 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 Sue Marchetti, Coordinator of Field Education, Department of Social Work, either at 704-687-7932 or at [smarche3@uncc.edu](mailto:smarche3@uncc.edu).*

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

**Course Number and Title:** SOWK 7444: Social Work Practicum IV

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

**Catalog Description:** Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. **Pre-requisites:** SOWK 7125, 7222, 7443 **Co-requisites:** SOWK 7223, 7651

**Course Rational:** As CSWE's "signature pedagogy," social work practicum IV is crucial for developing knowledge/competency at the concentration level of the MSW program. Students are exposed to advanced learning opportunities in their area of focus which transform conceptual academic knowledge and demonstrate the skills, knowledge and values of advanced practice behaviors within field practicum agency. Social work practices are refined and strengthened under the supervision of their field instructor and the student has the opportunity to critically reflect on their experiences and practice through seminar discussions monthly and written assignments.

**Course Objectives:**

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
  - a. Performs collaborative work with other professionals that promotes the welfare of vulnerable populations
  - b. Uses critical reflection, followed by action, that promotes professional self-development
2. Apply social work ethical principles to guide professional practice (2.1.2)
  - Applies ethical decision-making skills on multiple levels of practice, with special attention to social justice for vulnerable populations
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
  - a. Selects models of assessment, prevention, intervention, and evaluation that best meet the needs of vulnerable populations
  - b. Communicates effectively verbally and in writing with diverse populations, stakeholders, and service systems

4. Engage diversity and difference in practice (2.1.4)
  - a. Recognizes and respects strengths and differences among client and professional systems
  - b. Conducts social work practice with cultural sensitivity
5. Advance human rights and social and economic justice (2.1.5)
  - a. Recognizes the local and global context of individual struggles and social problems
  - b. Supports advocacy efforts by the region's vulnerable populations to advance social and economic justice
6. Engage in research-informed practice and practice-informed research (2.1.6)
  - a. Assesses the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings
  - b. Uses practice experience to contribute to social work knowledge
7. Apply knowledge of human behavior and the social environment (2.1.7)
  - Critiques and differentially applies theory to guide social work practice at multiple levels
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)
  - Collaborates with colleagues, clients, and other professionals to assess and improve organizational and public policies regarding vulnerable, oppressed, and excluded clients
9. Respond to contexts that shape practice (2.1.9)
  - Understands and employs the strengths of vulnerable populations and insure their capacity to engage societal opportunities
10. Engagement with individuals, families, groups, organizations, and communities (2.1.10a)
  - Engages diverse groups and vulnerable populations at multiple levels of social work practice
11. Assessment with individuals, families, groups, organizations, and communities (2.1.10b)
  - Uses continuous assessment and feedback to select and, as appropriate, modify intervention strategies
12. Intervention with individuals, families, groups, organizations, and communities (2.1.10c)
  - Uses evidence-informed models of change to respond to a range of presenting concerns identified in the assessment

13. Evaluation with individuals, families, groups, organizations, and communities (2.1.10d)
  - a. Utilizes appropriate research strategies to examine interventions at all levels of social work practice
  - b. Evaluates multiple-level systems for practice, program, and policy effectiveness
  - c. Disseminates evaluation findings in order to guide future interventions

#### **Course Policies:**

1. Participate in field placement a minimum of 24 hours per week each semester.
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. Participate in a minimum of one one-hour-long supervisory conference each week.
7. Integrate classroom learning with the field experience.

#### **Attendance Policy:**

Field work attendance, campus seminar attendance, and punctuality are evidence of professionalism. Students are expected arrive on time and remain for the entirety of their scheduled field work hours and campus seminar classes. If they are unable to attend field work, they are expected to notify both the faculty field liaison and field instructor prior to the start of the work shift. If they are unable to attend a campus seminar, they are expected to notify the faculty liaison prior to the start of the class. Student must attend the entire seminar (start to finish) to obtain credit for attending.

#### **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 Organization & Participation**

Class attendance and participation are important elements of the seminar. Attendance and participation in seminar class will be considered when determining the student's final grade for the advanced social work practicum course. Students are expected to actively contribute to discussion topics.

Positive seminar participation and professionalism includes:

- 10 Enthusiastic participation in discussion and exercises.
- 11 Responsible and accountable behavior that respects others, respects deadlines, completes assignments on time, and accepts feedback in a positive manner.
- 12 Responding to questions posed in class.
- 13 Asking good questions.
- 14 Being a respectful listener
- 15 Appropriately presenting alternative views to those raised by others
- 16 Offering comments that are encouraging, or that clarify or summarize ongoing discussion



17 Making contributions that demonstrate connections you discover between course work and field work.

18 Demonstrating a commitment to an essential social work value that includes respect for the dignity and worth of every individual and his/her right to social justice.

**Syllabus Subject to Change:**

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

**Teaching Strategies:**

The instructor will use focused discussion, assignments, handouts, and professional readings to help students share their field experiences, gain a better understanding of the network of agencies in which students are placed, understand the social work code of ethics, and make the connection with social work practice and theory, supervision, and students' professional growth.

**Required Texts:**

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>

**Evaluation Methods:**

Students will be evaluated in their seminar as determined by the faculty liaison. Expectations and assignments for this course are as follows:

Spring Semester Attendance & Participation (25 points)

Spring Semester Updated Learning Agreement (25 points)

Spring Semester Written Assignment (25 points)

Spring Semester Written Assignment (25 points)

**Total 100 Points**

Written Learning Agreement –Each student will complete a learning agreement which should be viewed as your personal syllabus of what you will accomplish in the placement. The learning agreement needs to be updated each semester to reflect the core competencies and learning objectives. Please refer to the Field Manual and handout forms supplied by your field liaison to complete the learning agreement.

**Grade Scale:**

A = 90-100%

B = 80-89%

C = 70-79%

U = >70%

**Topical/Unit Outline:**

**Spring 2013 Semester Schedule:**

January XX First Day of Field Internship

January XX MLK Holiday

January XX Seminar Class

Review Updated Learning Agreement with emphasis on goals for the

final semester

Discussion about barriers to services in your agency/organization/ community that adversely impact services, hinder economic and social justice, and/or create a climate not conducive to cultural acceptance.

(2.1.3, 2.1.4, 2.1.5, & 2.1.8)

February XX Seminar Class

All sections meet to hear guest speaker on N.C. Licensure Process (2.1.1)

CHHS Room

March XX Spring Break

March XX Seminar Class

Discussion of evidenced based practice models and interventions

Written Assignment Due: Case Presentations

(2.1.3, 2.1.6, 2.1.7, 2.1.9 & 2.1.10)

April XX Field Awards & Celebration Event

April XX Seminar Class

Discussion: termination and referral at your internship (2.1.3 & 2.1.10)

Reading: Walsh, J. Termination and your field placement.

*The New Social Worker*. 2002. 9(2): pages 14-17.

Discussion & review of resumes and cover letters (2.1.1)

Last Day of Field internship

### **Written Assignment Due: Value Added Essay**

(2.1.1, 2.1.3, 2.1.4 & 2.1.5)

### **Final Evaluations Due**

May XX Final Exam Seminar Class

May XX CHHS Awards & Hooding Ceremony

May XX Graduation

### **Assignments:**

#### **Class Participation**

Your class participation grade will be determined by your involvement in class discussions and class exercises, appropriate self disclosure in class, respectful listening to other class members, raising questions when you do not understand.

#### **Criteria for grading papers**

Cover page, complete coverage of all of the content requested in the assignment, appropriate documentation of references, organization and clarity of material, and correct spelling and grammar.

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.

#### **Case Presentation: Discussion of Theoretical Models, HBSE Perspectives, Social Systems, and Policies (2.1.3, 2.1.7, 2.1.8, 2.1.9, 2.1.10)**

##### **Due March 20XX**

Each student should be prepared to do a brief informal 10 minute case presentation of a case

he/she is working with in the field practicum – an individual, family, or group session. This can be a case you have been assigned or one you are shadowing with your supervisor or another colleague; a member of a group you are co-facilitating or observing. Be sure to protect the confidentiality of your client system as you present your case and prepare your outline. Since you only have 10 minutes to present your case, you must be selective in what you choose to share. You do not have to share everything that you include in your outline. The purpose of the presentation is for you to practice giving specific details about a case, to practice being succinct and critically thinking about what information is most vital when presenting cases in team meetings.

**Provide the instructor and your classmates with a one page outline of your presentation.**

Your outline should focus on identifying the following information:

Name and mission of your agency

Types of theoretical models and intervention strategies widely used at your agency (CBT, Solution Focused, Strengths Perspective, Family Systems, Crisis Intervention, etc.)

Client's presenting problem

Identified goals to help problem solve client's issues.

Intervention strategy/strategies you used with your client to meet contracted goals

Identify one HBSE perspective that is essential in understanding how to best meet your client's needs (biological, social, cultural, psychological and/or spiritual development)

Identify one social system that has either promoted or deterred your client in achieving his/her goals (family, organization, or community based system)

Identify one policy (agency, local, state and/or national) that has had a role in the services you can and should deliver to your client.

**Value Added Assessment Paper: Self Reflection & Continued Professional Development  
(2.1.1, 2.1.3, 2.1.4, 2.1.9)**

**Due April XX, 20XX**

As you have completed another step in the journey to becoming a master's level professional social worker, hopefully a sense of pride and competence is emerging for you. Each student is to write a 3-4 page paper that describes the meaning of your practicum experiences, your graduate coursework, peer relationships, and faculty advising for your personal and professional life.

Include in your paper how you feel you have achieved a sense of accomplishment by describing the social work knowledge you have increased, the social work practice skills you have begun to master, any theoretical frameworks you have applied, and by clarifying the personal and professional values you have identified. Pay special attention to the level of cultural competence you think you have gained. For example, what self awareness have you gained about your own culture and the culture/diversity of others with whom you may work.

You may choose to focus on how your perception of social work has changed since the beginning of your graduate experiences and what factors contributed to this change (field internship, course work, relationships, etc.). Or, you may focus on what your strengths and areas for growth are after completing this graduate experience and/or what value has been added to your personal and professional life since you began your graduate career.

In addition please note three to five actions that are reasonable and feasible for you to do as you continue on in your in your professional career that will increase your knowledge and skills and your cultural competence, your professional growth, and your advocacy efforts on behalf of clients, especially those who are marginalized and oppressed.

## UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

### **University Code of Student Responsibility:**

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

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

### **Academic Integrity:**

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. **Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.** 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/ps-105.html>. Students are expected to report cases of academic dishonesty to the course’s instructor.

Academic integrity refers to cheating and plagiarism.

### **Special Needs:**

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, and phone: 687 4355 voice/TDD) the first week of the semester.

Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>.

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

### **Diversity Statement:**

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

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

### **Religious Accommodation:**

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

**Department Policies:**

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

**Optional Bibliography/Reading List: TBD**

**This is a course which has a clinical field component. The student is responsible for complying with requirements in affiliation agreements affecting students in clinical settings.**

*If there is a disaster (for example, a fire or 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 Sue Marchetti, Coordinator of Field Education, Department of Social Work, either at 704-687-7932 or at [smarche3@uncc.edu](mailto:smarche3@uncc.edu).*

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

**Course Number and Title:** SOWK 7651: Reflection & Synthesis

**Credits, Days/Time, Location:** 3 Graduate Credits; Days/Time & Location TBD

**Faculty Information:** TBD

Catalog Description - SOWK 7651 is designed to provide MSW students with an opportunity to practice personal reflection, synthesize their learning from the MSW program, and demonstrate competency. **Prerequisites:** SOWK 7125, 7222, 7443 **Co-requisites:** SOWK 7223, 7444

Course Rationale: As the culminating course in the MSW program, SOWK 7651: MSW Reflection and Synthesis: The Capstone Experience, readies students to provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. The first step in developing this leadership is for students to identify their areas of interest. The second step is to review what they have learned over the course of the program; how the five domains of specialty, theory, practice, policy, and research intersect; and finally how what they have learned and experienced serves to inform their practice with individuals, families, groups, organizations, and communities. Throughout the program, students should have gained sufficient self-awareness to reduce the influence of personal bias and values in working with diverse groups. This will be examined as they respond to their application essays written before they started in the MSW program. Finally, as students reflect on their MSW experiences and learning, they will also practice personal reflection and self-correction to assure continual professional development.

**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 the course, students should be able to:

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
  - a. Performs collaborative work with other professionals that promotes the welfare of vulnerable populations
  - b. Uses critical reflection, followed by action, that promotes professional self-development
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
  - a. Selects models of assessment, prevention, intervention, and evaluation that best meet the needs of vulnerable populations
  - b. Communicates effectively verbally and in writing with diverse populations, stakeholders, and service systems

4. Engage diversity and difference in practice (2.1.4)

- a. Recognizes and respects strengths and differences among client and professional systems
- b. Conducts social work practice with cultural sensitivity

5. Respond to contexts that shape practice (2.1.9)

- Understands and employs the strengths of vulnerable populations and insure their capacity to engage societal opportunities

**Course Policies:**

**Attendance Policy:** Punctuality, preparedness, and attendance are evidence of professionalism. Since the MSW is a professional degree, students are expected to arrive on time, be prepared, and remain for the entire class. Students are permitted two absences without penalty. Should a student exceed two absences, his or her overall point total will be reduced by two points for each additional absence.

Students who are tardy for class or leave before class has ended will be considered absent for roll-keeping purposes. If you arrive late or leave early 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. Students who are tardy or who leave class early will receive one-half an absence for that day.

**Moodle Course Website:** Students are expected to check this course on Moodle regularly (several times per week) for important notices, scheduling changes, or any other course revisions as well as modules and course information.

**Internet Resources:** The number of websites devoted to social work research is growing at a rapid pace. Some useful sites are listed on the Library Class Web Page. The use of the Internet as a source of material for academic papers can be an outstanding resource but it is not without some challenges. For this class, students may use the following Internet sources in assignments.

- Data that come from reliable sources, such as the Census Bureau, the Social Security Administration, the National Center for Health Statistics, or state Health and Social Services statistical offices.
- Peer-reviewed, scholarly articles. Such articles may be posted in journals on the Internet. In any case, a peer-reviewed, scholarly article will contain the name of the journal, volume and issue number, authors, and date.
- Citations from the Internet must include the exact URL and the date that the information was retrieved.

Some websites which are NOT to be used:

6. <http://www.wikipedia.org/> This website contains non-peer reviewed information that has not been assessed for accuracy – therefore it is an unreliable source.

7. Websites that do not contain authors, contact information, etc.

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

**Teaching Strategies:**

The professor will employ a combination of lectures, discussion, and hands-on exercises to highlight the major concepts covered in this course and to enhance learning.

**Required Texts:**

American Psychological Association. (2010). Publication manual of the American Psychological Association (6<sup>th</sup> ed.). Washington, DC: Author. [ISBN - 13: 978-1-4338-0561-5]

**Evaluation Methods:**

Presentation Outline	20%
Peer Evaluation of Presentation Outline Peer Reviews	5%
Professional Presentation (covering 5 domains)	35%
Application Essay Reflection	10%
Overall Electronic Portfolio	30%
TOTAL	100%

**Graduate Grade Scale:**

Grade	Meaning	Percentages
A	Commendable	90 - 100
B	Satisfactory	80 - 89
C	Marginal	70 – 79
U	Unsatisfactory	>70

**Topical/Unit Outline:**

**Module 1 – Professional Social Work**

- *Review NASW Code of Ethics*
- Identifying as a Professional Social Worker
- Professional Development
- Overview of the Five Domains: Area of Interest, Theory, Practice, Policy, Research
- Video Clips regarding the Domains by MSW Faculty Members (on Moodle)
- Elements of the Electronic Portfolio

**Module 2 – Identifying your Area of Interest**

- Your Area of Interest
- Defining and Operationalizing Terms
- Prevalence Rates
- Demographics of Population
- Working with Diverse Groups

**Module 3 – Analyze and Synthesize Theories**



- Identify and Analyze the most Prevalent Theories, Frameworks, and Perspectives for Understanding your Area of Interest
- Including Practice with Individuals, Families, Groups, and Communities

#### **Module 4 – Select and Evaluate Practice Methods**

- Identify and Describe the most Common Problems Clients Experience in your Area of Interest
- Including Individuals, Families, Groups, and Communities
- Engaging those with whom you Work as Informants
- Identify the most Prevalent Practice Interventions Employed in your Area of Interest
- Keeping your Services Relevant

#### **Module 5 – Analyze and Reference Social Policies**

- Review the Policies which most Explicitly Facilitate and Guide Social Workers and Allied Professionals Working in your Area of Interest
  - Public policies: Federal, state, and local
  - Policies of non-profits/for profits
- Contemporary Public Policy Issues
- Social Values Related to the Policies
- Stakeholders/Opponents of the Policies
- Identify any Policy Reform

#### **Module 6 – Summarize and Critique Classic and Current Research**

- Review the Empirical, Scholarly Literature for Classic Studies which have Set, Challenged, or Changed Paradigms within your Area of Interest
- Review the empirical for current studies which are considered cutting edge of knowledge development within your area of focus
- Discuss methodological issues/limitations of both classic and current studies
- What role does social work play in producing quality research related to your area of interest
- Summarize the current state of knowledge for your area

#### **Module 7 – Personal Reflection and Self-Correction**

- Personal Reflection and Self-Correction: Reviewing your Application Essay
- Crafting your Application Essay Response
- Eliminating the Influence of Personal Biases and Values
- Responding to Contexts that Shape Practice
- Discover, Appraise, and Attend to Changing:
  - Locales and populations
  - Scientific and technological developments
  - Emerging societal trends

#### **Module 8 - Providing Leadership in Service Delivery and Practice**

- Improving the Quality of Social Services
- Promoting Sustainable Changes
- How to Engage in Career-Long Learning

**Presentation Outline:** Students will develop a comprehensive outline for their presentations. Each of the domain sections represented in the presentations will be sent to the students' peer-review groups. Once all five sections have been critiqued and revised in the peer-review process, students will turn in their outlines to the instructor.

**Professional Presentation:** Students will demonstrate effective oral and communication in working with individuals, families, groups, organizations, communities, and/or colleagues by delivering their presentations during the final weeks of the semester. Presentations should be no longer than 25 minutes and should contain no more than 25 slides.

**Application Essay Reflection:** In their application essay for admission to the MSW program, students are asked to address what personal characteristics, unique skills, or life experiences they will bring to the program; which groups may challenge them and how they will handle this; how they react to critical feedback; what they identify as their areas of strengths and skills and areas for potential growth; and finally, how they have offered help to someone other than a family member and what they learned from that experience. These essays will be presented back to the students and they will be asked to reflect on their responses and values and then to describe any growth over the course of the program. They will also need to explain how they will incorporate self-correction in their work to assure continual professional development.

**Electronic Portfolio:** Several courses in the program have identified assignments which are to be revised or edited and included in the students' electronic portfolios. In addition to these assignments, students will be responsible for including a copy of their updated resume, their field learning agreements, their first and second year student evaluations from field, any CEUs or certificates earned, and their capstone presentations.

## UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

### **University Code of Student Responsibility:**

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

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

### **Academic Integrity:**

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

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

**Course Credit Workload.**

This 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, written assignments, studying for quizzes and exams, and class preparation.

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

**Diversity Statement:**

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

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

**Religious Accommodation:**

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

**Department Policies:**

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

**Optional Bibliography/Reading List: TBD**