

2014-2015 LONG SIGNATURE SHEET



Proposal Number: SOWK 9-30-15
 Proposal Title: Adjustments to the MSW Curriculum
 Originating Department: School of Social Work

UNC CHARLOTTE

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9/30/15	10/1/15	10/1/15	Approved	DEPARTMENT CHAIR [print name here:] Vivian B. Lord
10/05/15	11/16/15	11/18/15	Approved	COLLEGE CURRICULUM COMMITTEE CHAIR [print name here:] SUSAN MCCARTER
12/2/15	12/2/15	12/2/15	Approved	COLLEGE FACULTY CHAIR (if applicable) [print name here:]
12/2/2015	12/2/2015	12/2/2015	Approved	COLLEGE DEAN [print name here:] Jane B. Neese
			Approved	GENERAL EDUCATION (if applicable; for General Education courses) [print name here:]
			Approved	HONORS COLLEGE (if applicable; for Honors courses & programs) [print name here:]
			Approved	UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)
12/16/15	1/5/16	2/1/16	Approved	GRADUATE COUNCIL CHAIR (for graduate content) Dennis L. Nasau
				FACULTY GOVERNANCE ASSISTANT (Faculty Council approval on Consent Calendar)

FACULTY EXECUTIVE COMMITTEE
(if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To:

From: Robert Herman-Smith, PhD

Date: 9-30-15

Re: Adjustment to the MSW Curriculum

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

1. Eliminate SOWK 6343 Advanced Standing Practicum and Seminar course. The course will be eliminated from the Advanced Standing curriculum. The Advanced Standing curriculum will now require 41 graduate credit hours, not 44.
2. Change the names of all practicum courses to reflect whether they are Foundation or Advanced practicum courses.
3. Create a parallel structure in the descriptions of each Field Practicum course that clarifies their relationships to the overall curriculum.
4. Change the descriptions of the Advanced Practicum courses to reflect the program mission and emphasis on vulnerable populations.
5. Eliminate the SOWK 7444 Advanced Practicum II (formerly Practicum IV) course co-requisite requirements. There does not appear to be a pedagogical justification for the co-requisite requirement.

6. Eliminate the 7651 Reflection and Synthesis course co-requisite requirements. There does not appear to be a pedagogical justification for the co-requisite requirement.

I. HEADING AND PROPOSAL NUMBER

A. HEADING.

University of North Carolina at Charlotte

Revised; Graduate

Course and Curriculum Proposal from: School of Social Work

B. PROPOSAL NUMBER. SOWK 9-30-15

C. TITLE. *Adjustments to the MSW Curriculum*

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. **SUMMARY.** The program self-study required by the Council on Social Work Education revealed some MSW curriculum items that should be addressed to better reflect revisions in accreditation standards. These changes will better align the MSW program's priorities with those of its accrediting body.

B. JUSTIFICATION.

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

Change 1. MSW programs must have a Foundation curriculum, which provides a generalist perspective on the profession, and an Advanced curriculum, which allows students to learn specialized skills. Students who have a BSW from an accredited social work program can qualify for Advanced Standing, which allows them to bypass the Foundation curriculum. Advanced Standing students, therefore, complete requirements for the MSW in less time that is usually required for the degree. At UNC Charlotte, students who qualify for Advanced Standing can earn the MSW in one calendar year. Classes begin in Extended Summer Session and meet the following Fall and Spring. According to CSWE accreditation standards, Advanced Standing students should not repeat coursework completed for the BSW. CSWE standards state that the BSW senior field placement is to be regarded as the equivalent of the MSW Foundation field placement, so

students should not repeat the placement. UNC Charlotte has been requiring students to complete a field placement during Extended Summer Session. While intended to transition students into the MSW program, CSWE is beginning to view “bridge” field placements as repetition of the BSW senior field placement. In anticipation of this shift in policy, UNC Charlotte’s School of Social Work is eliminating its three-credit graduate course SOWK 6343 Advanced Standing Practicum and Seminar. As a result, the Advanced Standing MSW plan of study will require 41 graduate credit hours instead of 44 graduate credit hours. The 41 credit hour requirement is still aligned with most other Advanced Standing MSW programs. Sister institutions require between 33 and 45 hours for the Advanced Standing MSW.

Changes 2-4. The reaccreditation self-study indicated the MSW program should do more to distinguish between the Foundation curriculum and the Advanced curriculum and relate both explicitly to the program mission. We request changing course names and course descriptions for practicum courses to clarify each course’s relationship to the overall curriculum. Course numbers, objectives, assignments, credits, and placement in the curriculum will be the same. Changes are: SOWK 6441 Social Work Practicum I will become SOWK 6441 Foundation Social Work Practicum I; SOWK 6442 Social Work Practicum II will become SOWK 6442 Foundation Social Work Practicum II; SOWK 7443 Social Work Practicum III will become Advanced Social Work Practicum I; SOWK Social Work Practicum IV will become Advanced Social Work Practicum II.

Changes 5-6. Two MSW courses (SOWK 7444 and SOWK 7651) have co-requisites that do not appear to be justified pedagogically. The co-requisites appear to be holdovers from an earlier curriculum that were not changed when the curriculum shifted.

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

We recommend changing co-requisites for two courses – SOWK 7444 and SOWK 7651. These courses have been required to be taken simultaneously. There is no reason why these courses must be offered simultaneously. None of the other proposed changes will impact prerequisites, class standing, admissions, GPA, or other factors.

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

Course numbering changes are not being proposed for any course.

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

Change 1. This proposal clarifies that the Advanced Standing MSW program is not requiring students to repeat work they did at the undergraduate level.

Changes 2-4. Changing course names and descriptions communicates the distinction between Foundation and Advanced courses more clearly.

Changes 5-6. Eliminating co-requisites allows for more scheduling flexibility without compromising curriculum quality.

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

Not applicable

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

1. What group(s) of students will be served by this proposal?

Change 1: Graduate students in the Advanced Standing MSW degree program will be served.

Changes 2-6: All graduate students will be served under these changes.

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

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

No additional courses are being added.

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

Content and/or frequency of offering of other courses will not be affected.

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

No additional courses are being added.

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

None of the changes will impact enrollment in courses that are directly affected by the change or other courses.

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

Change 1. Students who qualify and enroll in the Advanced Standing MSW program will require 41 graduate credit hours to graduate rather than 44.

Changes 2-6. These changes will not impact catalog copy for other MSW programs or other departments.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

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

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

No changes required.

B. **PHYSICAL FACILITY.** Is adequate space available for this course? Yes

C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed? None needed

D. **COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s). None

E. **AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here. None

F. **OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding. None will be added. The unit might save a small amount of funding by eliminating the Summer Session Field Practicum.

- G. SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal. None

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [Consultation on Library Holdings](#)).
- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

Unnecessary to consult other departments as changes will not affect them.

- C. HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable). NA

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

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

The School of Social Work is aware of the changes in this proposal. The MSW Program Committee, which is responsible for curriculum review in the School, unanimously approved Changes during its meeting on 9-21-15. The School of Social Work unanimously approved these changes during a staff meeting on 9-21-15.

- B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**
Review statement and check box once completed:
 The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).
- C. ATTACHMENTS.**
- 1. CONSULTATION:** Attach relevant documentation of consultations with other units. See attached.
 - 2. COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of

publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use red text with “~~strikethrough~~” formatting for text to be deleted, and adding blue text with “underline” formatting for text to be added).
- a. For a new course or revisions to an existing course, check all the statements that apply:
- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

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

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

- No. Briefly explain below. Change 1 will eliminate textbook costs for students in Summer Session. Changes 2-6 do not involved textbook changes. Use of electronic textbooks, textbook rentals, or the buyback program has already been considered and adopted where possible.

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

University of North Carolina at Charlotte
College of Health and Human Services
Social Work
SOWK 6441 Foundation Social Work Practicum I - Section xxx
Fall xxxx

***Credits, Days/Time, Location:** 3 cr. /16 hrs. per week in field
Wednesday 5:00pm - 7:45pm, Room xxxx

Faculty Information: Name
Office
Office hours
Skype
Phone
Email:

***Catalog Description: SOWK 6441. Foundation Social Work Practicum I (3)** The Foundation field practicum that prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to work practice. Students work in an approved field site under the supervision of a social work field instructor and attend a monthly seminar. (*Fall*)

***Course Rationale:** As CSWE’s “signature pedagogy,” Social Work Practicum I and II are 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**

As a result of successful completion of SOWK 6441/6442, students should be able to demonstrate knowledge values and practice skills of social work at a generalist level with individuals, families, groups, organizations and communities as follows:

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.

PRACTICE BEHAVIORS:

- Social workers
- a. advocate for client access to the services of social work;

- b. practice personal reflection and self-correction to assure continual professional development;
- c. attend to professional roles and boundaries;
- d. demonstrate professional demeanor in behavior, appearance, and communication;
- e. engage in career-long learning; and
- f. **use supervision and consultation**

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.

PRACTICE BEHAVIORS:

Social workers

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

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

PRACTICE BEHAVIORS:

Social workers

- a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- b. analyze models of assessment, prevention, intervention, and evaluation; and
- c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

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.

PRACTICE BEHAVIORS:

Social workers

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

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

PRACTICE BEHAVIORS:

Social workers

- a. understand the forms and mechanisms of oppression and discrimination;
- b. advocate for human rights and social and economic justice; and
- c. engage in practices that advance social and economic justice

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

PRACTICE BEHAVIORS:

Social workers

- a. use practice experience to inform scientific inquiry and
- b. use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

PRACTICE BEHAVIORS:

Social workers

- a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- b. critique and apply knowledge to understand person and environment.

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.

PRACTICE BEHAVIORS:

Social workers

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

PRACTICE BEHAVIORS:

Social workers

- a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

PRACTICE BEHAVIORS:

Social workers

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

Educational Policy 2.1.10(b)—Assessment

PRACTICE BEHAVIORS:

Social workers

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

Educational Policy 2.1.10(c)—Intervention

PRACTICE BEHAVIORS:

Social workers

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

Educational Policy 2.1.10(d)—Evaluation

PRACTICE BEHAVIOR:

Social Workers

- a. **Critically analyze, monitor, and evaluate interventions**

It is also expected that the student intern will:

1. Participate in field placement a minimum of sixteen (16) hours per week each semester. 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.
2. Develop a learning agreement contract acceptable to the student, field instructor, and faculty liaison.
3. Work with a sufficient number of clients so that the competencies in the course objectives can be met.

4. Work with a variety of clients and problem situations.
5. Work directly with individuals, families, and small groups.
6. Participate in a minimum of one one-hour-long supervisory conference with a MSW each week.
7. 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

**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:

Garthwait, C. L. (2011). *The social work practicum: A guide and workbook for students* (5th ed.). New York: Pearson/Allen/Bacon.

Coggins, K., & Hatchett, B. F. (2002). *Field practicum: Skills building from a multicultural perspective*. El Paso, TX: Eddie Bowers Publishing.

Kiser, P. M. (2008). *The human services internship: Getting the most from your experience* (2nd ed.). Boston: Thomason Brooks/Cole.

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: This course is graded on a letter grade basis. The final grade 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 semester. The Student Evaluation may be found in the MSW Field Placement Manual and online on the Social Work website under Field Education and forms. In order for students to successfully complete the course, they must:

- Demonstrate reliable and consistent attendance in field work;
- Meet the requirements of hours in field for each semester based on required hours of field attendance from the first day of field until the last day of class hours noted for the semester;
- Demonstrate professional behavior in field and seminar
- Demonstrate reliable and consistent attendance at scheduled campus field seminars;
- Demonstrate participation in field seminar through respectful discussion;
- Effectively meet the objectives of the course as outlined in this syllabus; and,
- Effectively meet the objectives of the student learning agreement.

Grades for the seminar will be determined as follows:

Learning Agreement Content & submitted on time	15 points
Three (3) Journals @ 10 points each	30 points
Four (4) Assignments @ 10 points each:	40 points
Class Participation and Professional Behavior	10 points
<u>Attendance:</u>	<u>5 points</u>

TOTAL

100 points

Graduate Grade Scale:

A=90-100% (Commendable)

B=80-89% (Satisfactory)

C=70-79% (Marginal)

U= Below 70 (Unsatisfactory)

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

Final Grades for Field Placement (Social Work 6441) 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.

Written Learning Agreement

Your Learning Agreement is considered your own personal syllabus for learning during your field placement. Each student will update and revise their Learning Agreement with objectives that focus on learning opportunities that will foster professional growth and the ability to demonstrate knowledge, values and skills as set forth by the 2008 EPAS Practice Behaviors. The Learning Agreement should be well organized and demonstrate the students ability to use critical thinking and writing skills. The Learning Agreement should be completed in conjunction with your field instructor. Please refer to the Field Manual for the details for completing this assignment.

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.

Moodle 2 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

Class Dates: 8/18, 9/19, 10/8, 11/12, 12/3 (Fill in each semester and ensure the dates correspond with those below)

- ☒ **August 18th, 2014 - First Day of Field Placement!!**
- ☒ **Seminar Class - Wednesday, August 20, 2014**
There will be an abbreviated class to review the development of your Learning Agreement in Seminar.
- ☒ **Seminar Class- Wednesday, September 10, 2014**
Discussion area –
Getting acquainted with your agencies, cultural context, and the network of community providers (2.1.1c,d,e, 2.1.3a,c, 2.1.8b, 2.1.9a)

Required Reading prior to September 11th class *The Human Services Internship-Getting the Most from Your Experience, 2nd edition*, Pamela Myers Kiser, Chapter #1 and Chapter 3
- ☒ **September 19, 2014 Signed Learning Agreements due**
- ☒ **Seminar Class - Wednesday October 8, 2014**
Discussion – Professional Social Work – Professional behavior and social work roles
(2.1.1c,d,e, 2.1.2a, 2.1.9a)
Required reading prior to the October 16th class, *The Social Work Practicum-A Guide and Workbook for Students 5th edition*, Cynthia L. Garthwait, Pearson, Allen, Bacon, USA, 201, Chapter 13
- ☒ **Seminar Class - Wednesday November 12, 2014**
Discussion – Getting the most out of supervision
(2.1.1a,b,c,d,e,f, 2.1.2a,b,c,d, 2.1.3c, 2.1.10a,b,c,d)
Required Reading prior to November 16th class *The Human Services Internship-Getting the Most from Your Experience, 2nd edition*, Pamela Myers Kiser, Chapter 5
- ☒ **Seminar Class – December 3, 2013**
Guest Speaker(s) - Diversity (2.1.4a,b,c,d, 2.1.5a,2.1.9a)
- ☒ **Final – December 10th, 2014**

ASSIGNMENTS DUE

September 10, 2014 Moodle Assignment #1 due: (EPAS 2.1.1c,d,e, 2.1.3c, 2.1.9a)

Submit a paper that is **no 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 17, 2014 - Journal #1 (EPAS 2.1.1c,d,e, 2.1.3c, 2.1.9a)

Post a paper that is **no longer** than 1000 words on the on the following topic.

Gather information about the roles and responsibilities of the Social Worker position in your field agency site. You may ask to see a MSW job description for a Social Work position within your Agency and/or get information from other sources such (i.e. your field instructor and/or human resources). Please compare it with the CSWE 2008 Core Competencies posted on the Instructor's Moodle 2 page. Please journal about the various aspects of the Core Competencies that are carried out by the Social Worker position and/or covered in the job description. Please include any observations that you may have from being in field.

October 15, 2014 - Journal #2 (2.1.1c,d,e, 2.1.3c)

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 5, 2014 -Journal #3 (2.1.3a,b,c, 2.1.6a,b)

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 12, 2014 – Moodle Assignment # 2** (2.1.1b,e,f, 2.1.3c)

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 3, 2014 – Moodle Assignment # 3 (2.1.1b,e,f, 2.1.4b,d, 2.1.10b)

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 10, 2014 – Final Moodle Assignment # 4 (any but 2.1.4 is suggested)

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 Policies**

Code of Student Responsibility:

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

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

Academic Integrity:

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.

Course Credit Workload:

This 3 credit course requires two (2) hours and forty-five (45) minutes of direct faculty instruction monthly, 1 hour of homework weekly. It also requires sixteen (16) hours weekly of field practicum with required Council of Social Work Education supervision by their MSW field instructor one (1) hour weekly for approximately fifteen (15) weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, journals, and field practicum hour in the agency under MSW supervision.

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.

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.

Diversity Statement:

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

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

Sexual Harassment Policy:

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University

Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

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

***School of Social Work Policies:**

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

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 Hontah Epps, Field Education Director, School of Social Work, CHHS 489B, (704-687-7932) or htepps@uncc.edu

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

SOWK 6442 Foundation Social Work Practicum II - Section xxx
Spring xxxx

***Credits, Days/Time, Location:** 3 cr. /16 hrs. per week in field
Wednesday 5:00pm - 7:45pm, Room xxxx

Faculty Information: Name
Office
Office hours
Skype
Phone
Email:

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

***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.

Social Workers

- a. Advocate for client access to the services of social work
- b. Practice personal reflection and self-correction to assure continual professional development
- c. Attend to professional roles and boundaries

- d. Demonstrate professional demeanor in behavior, appearance, and communication
- e. Engage in career-long learning
- f. use supervision and consultation

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.

Social Workers

- a. Recognize and manage personal values in a way that allows professional values to guide practice
- b. Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- c. Tolerate ambiguity in resolving ethical conflicts
- d. Apply strategies of ethical reasoning to arrive at principled decisions

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.

Social Workers

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

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

Social Workers

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

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

Social Workers

- a. Understand the forms and mechanisms of oppression and discrimination
- b. Advocate for human rights and social and economic justice
- c. Engage in practices that advance social and economic justice

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.

Social Workers

- a. Use practice experience to inform scientific inquiry
- b. Use research evidence to inform practice

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

Social Workers

- a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- b. Critique and apply knowledge to understand person and environment

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

Social Workers

- a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- b. Critique and apply knowledge to understand person and environment

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social Workers

- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

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

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

Social Workers

- a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- b. Use empathy and other interpersonal skills
- c. Develop a mutually agreed-on focus of work and desired outcomes

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

Social Workers

- a. Collect, organize, and interpret client data
- b. Assess client strengths and limitations
- c. Develop mutually agreed-on intervention goals and objectives
- d. elect appropriate intervention strategies

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

Social Workers

- a. Initiate actions to achieve organizational goals
- b. Implement prevention interventions that enhance client capacities
- c. Help clients resolve problems
- d. Negotiate, mediate, and advocate for clients
- e. Facilitate transitions and endings

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

Social Workers

- a. Social workers critically analyze, monitor, and evaluate interventions

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 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

**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:

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 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:

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

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%
- U = < 70%

Final Grades for Field Placement (Social Work 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.

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 12, 2015 First Day of Spring Semester Field Placement

Seminar Class - Wednesday, January 14

Discussion related to Ethics, values and legal issues related to your placements
(2.1.1b, 2.1.2a.,b.,c.,d, 2.1.3a.,c.)

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 11

Discussion Focus – Culturally Competent Skill Building
(2.1.4a.,b.,c.,d.)

Required Reading prior to February 2015 class, Coggins-Hatchett, Field Practicum-Skill Building From A Multicultural Perspective, Chapter (5)

Seminar Class – Wednesday March 11

Case Presentations
(2.1.1a., b.,c.,d.,e, 2.1.2a., 2.1.3a.,b.,c., 2.1.4a.,c.,d., 2.1.7a.,b., 2.1.9a., 2.1.10a.,b.,c.,d.)

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 15

Case Presentations

(2.1.1a.,b.,c.,d.,e, 2.1.2a., 2.1.3a.,b.,c., 2.1.4a.,c.,d., 2.1.7a.,b., 2.1.9a., 2.1.10a.,b.,c.,d.)

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 6

Any case presentations that have not been completed
Moodle Assignment Due

ASSIGNMENTS

January 14, 2014 Moodle Assignment on Ethics (2.1.2a., b.,c.,d. and 2.1.3c)

Submit a paper that is not longer than 1000 words on the on the following topic. Please answer each question. Please access sources of information to complete this assignment; cite sources/references appropriately.

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 that she 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. **Please use Educational Policy 2.1.2 and 2.1.3 as resources.** Answer the following questions:

What are your legal and ethical obligations?

What resources and process would you use to make a decision(s) about this ethical dilemma?

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

Identify any barriers to service and offer options to eliminate/minimize barriers.

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

January 21, 2014 Journal Assignment # 1 (2.1.3c)

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

February 18, 2014 Journal Assignment # 2 (2.1.3c and 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.

Educational Policy 2.1.4—Engage diversity and difference in practice.

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 18, 2014 Journal Assignment # 3 (2.1.3c, 2.1.10)

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.

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

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 28, 2014 Journal Assignment # 4 (2.1.1b.,c.,d.,e.f. and 2.1.3c)

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

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

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.

May 6, 2014 – Moodle Assignment - This assignment should be a minimum of 750 words.

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. Critically reflect on areas of further professional growth.

***University Policies**

Code of Student Responsibility:

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

Academic Integrity:

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Course Credit Workload:

This 3 credit course requires two (2) hours and forty-five (45) minutes of direct faculty instruction monthly, 1 hour of homework weekly. It also requires sixteen (16) hours weekly of field practicum with required Council of Social Work Education supervision by their MSW field instructor one (1) hour weekly for approximately fifteen (15) weeks. Out-of-class work may

include but is not limited to: required reading, library research, written assignments, journals, and field practicum hour in the agency under MSW supervision.

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.

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Diversity Statement:

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

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

***School of Social Work Policies:**

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

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 Hontah Epps, Field Education Director, School of Social Work, CHHS 489B, (704-687-7932) or htepps@uncc.edu

The University of North Carolina at Charlotte
College of Health and Human Services
School of Social Work
SOWK 7443 Advanced Social Work Practicum I - Section xxx
Fall xxxx

***Credits, Days/Time, Location:** 4 cr. /24 hrs. per week in field
Wednesday 5:00pm - 7:45pm, Room xxxx

Faculty Information: Name
Office
Office hours
Skype
Phone
Email:

***Course Description: SOWK 7443 Advanced Social Work Practicum I. (4)** Prerequisite: SOWK 6442. (Advanced Standing students are exempt from this prerequisite.) The Advanced field practicum prepares students for more specialized application of social work knowledge, values, and skills, with specialized attention to the needs of vulnerable populations. Students work in an approved field site under the supervision of a social work field instructor and attend a monthly seminar.(*Fall*)

***Course Rationale:**

As CSWE's "signature pedagogy", social work field practicum III and IV are 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:**

Graduates will demonstrate advanced theoretical and methodological knowledge and skills, and interpersonal practice with individuals, families, and small groups.

Graduates will demonstrate the ability to:

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

- a. Perform collaborative work with other professionals that promotes the welfare of vulnerable populations.
- b. Use critical reflection, followed by action, that promotes professional self-development.

2.1.2 Apply social work ethical principles to guide professional practice.

- a. Apply ethical decision-making skills on multiple levels of practice, with special attention to social justice for vulnerable populations.

2.1.3 Apply critical thinking to inform and communicate professional judgments.

- a. Select models of assessment, prevention, intervention, and evaluation that best meet the needs of vulnerable populations.
- b. Communicate effectively verbally and in writing with diverse populations, stakeholders, and service systems.

2.1.4 Engage diversity and difference in practice.

- a. Recognize and respect strengths and differences among client and professional systems.
- b. Conduct social work practice with cultural sensitivity.

2.1.5 Advance human rights and social and economic justice.

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

2.1.6 Engage in research informed practice and practice informed research.

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

2.1.7 Apply knowledge of human behavior and the social environment.

- a. Critique and differentially apply theory to guide social work practice at multiple levels.

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

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

2.1.9 Respond to contexts that shape practice.

- a. Understand and employ the strengths of vulnerable populations and insure their capacity to engage societal opportunities.

2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, groups, families, organizations and communities.

2.1.10 (a) Engagement with individuals, families, groups, organizations, and communities
a. Engage diverse groups and vulnerable populations at multiple levels of social work practice.

2.1.10 (b) Assessment with individuals, families, groups, organizations, and communities
a. Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies.

2.1.10 (c) Intervention with individuals, families, groups, organizations, and communities
a. Use evidence-informed models of change to respond to a range of presenting concerns identified in the assessment.

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

It is also expected that the student intern will:

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:

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

**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: 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 of Field Performance:

Grades are assigned by the faculty liaison, in consultation with the field instructor. Students who are concerned with a rating assigned by the field instructor should discuss their concerns with the field instructor and faculty liaison prior to final grades being submitted. The faculty liaison will consult with the field instructor if the grade for the field performance is not the same as the grade for the seminar course. Ultimately, the final semester grade will need to correspond with the grade assigned by the field instructor.

Field instructors, who rate a student as a C or Unsatisfactory, need to put a statement in the comment section of the learning agreement to support that rating. All other ratings require no comments, but they are welcome.

Graduate Grade Scale:

- A=90-100% (Commendable)
- B=80-89% (Satisfactory)
- C=70-79% (Marginal)
- U= Below 70 (Unsatisfactory)

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

Final Grades for Field Placement (Social Work 7443) 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

Grading Policy

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.

Course Assignments:

Fall 2014 Written Assignments

Ethical Issue Assignment – Due: October 10, 2014

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>. 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 December 5, 2014

Choose a peer reviewed 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 and/or any follow up questions you have after having read the article. For example, what interested you

to learn more after having read the article? Be sure to cite the article in your paper using APA standards.

The assignments for this course are as follows:

Fall Semester Attendance & Participation (25 points)

Fall Semester Updated Learning Agreement (25 points)

Fall Semester Written Assignment on Ethical Issues (25 points)

Fall Semester Applied Research Written Assignment (25 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.

Course Outline: Semester Field Practicum and Seminar Dates:

Fall 2014 Semester Schedule:

August 18	First Day of Field Internship
Sept. 1	Labor Day Holiday – University closed; no classes or field internship
Sept. 6	Seminar Class Review of objectives/competencies for fall semester field internship <u>Updated Learning Agreement Due</u>
Oct. 7/8	Fall Break – University closed; no classes or field internship
Oct. 10	Seminar Class Discussion of ethical dilemmas in internships Discussion of issues regarding accurate and timely documentation <u>Written Assignment on Ethical Issues Due</u>
Nov. 14	Seminar Class All second year MSW seminar classes meet together to hear presentation on Neurosequential Model of Therapeutics (NMT) Guest Speakers: King Jones & Joe Heritage – Alexander Youth Network
Nov. 27-30	Thanksgiving Holidays – University closed
Dec. 3	Last day of field internship
Dec. 5	Seminar Class (Final Exam Period) Fall field internship evaluations and time sheets due Discussion of how research informs practice and practice informs

research

Discussion of how policies impact practice and service delivery

Written Assignment on Application of Research to Practice Due

***University Policies**

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Course Credit Workload:

This 3 credit course requires two (2) hours and forty-five (45) minutes of direct faculty instruction monthly, 1 hour of homework weekly. It also requires 24 hours weekly of field practicum with required Council of Social Work Education supervision by their MSW field instructor one (1) hour weekly for approximately fifteen (15) weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, journals, and field practicum hour in the agency under MSW supervision.

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>.

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***School of Social Work Policies:**

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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.

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

SOWK 7444 Advanced Social Work Practicum II - Section xxx
Spring xxxx

***Credits, Days/Time, Location:** 4 cr. /24 hrs. per week in field
Wednesday 5:00pm - 7:45pm, Room xxxx

Faculty Information: Name
Office
Office hours
Skype
Phone
Email:

***Catalog Description: SOWK 7444. Advanced Social Work Practicum II (4)** Prerequisite: SOWK 7443. Continuation of SOWK 7443. The Advanced field practicum prepares students for more specialized application of social work knowledge, values, and skills, with specialized attention to the needs of vulnerable populations. Students work in an approved field site under the supervision of a social work field instructor and attend a monthly seminar (*Spring*)

***Course Rationale:**

As CSWE's "signature pedagogy," social work practicum III and IV are 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:

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.

PRACTICE BEHAVIORS

Social Workers

- 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

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.

PRACTICE BEHAVIORS

Social Workers

- a. Applies ethical decision-making skills on multiple levels of practice, with special attention to social justice for vulnerable populations

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

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

PRACTICE BEHAVIORS

Social Workers

- 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

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.

PRACTICE BEHAVIORS

Social Workers

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

PRACTICE BEHAVIORS

Social Workers

- 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

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

PRACTICE BEHAVIORS

Social Workers

- 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

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

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

PRACTICE BEHAVIORS

Social Workers

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

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.

PRACTICE BEHAVIORS**Social Workers**

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

PRACTICE BEHAVIORS**Social Workers**

- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

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.

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

PRACTICE BEHAVIORS**Social Workers**

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

2.1.10(b)—**Assessment** with individuals, families, groups, organizations, and communities

PRACTICE BEHAVIORS**Social Workers**

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

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

PRACTICE BEHAVIORS

Social Workers

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

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

PRACTICE BEHAVIORS

Social Workers

- 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

It is also expected that the student intern will:

8. Participate in field placement a minimum of 24 hours per week each semester.
9. 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.
10. Develop a learning contract acceptable to the student, field instructor, and faculty liaison.
11. Work with a sufficient number of clients so that the competencies in the course objectives can be met.
12. Work with a variety of clients and problem situations.
13. Participate in a minimum of one one-hour-long supervisory conference each week.
14. Integrate classroom learning with the field experience.

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

**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: 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>

Course Assignments:

Spring 2015 Written Assignments

Case Presentation Due: April 2015

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. Since you only have 10 minutes to present your case, you must be selective in what you choose to share - the client's presenting problem, what mutual goals you and your client agreed on, what social system either promoted or deterred your client from achieving goals and what intervention strategies you used with your clients to meet contracted goals. 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.

The instructor and your classmates will have about 5 minutes to ask any follow up questions following your presentation. (EPAS 2.1.3 a; 2.1.3 b; 2.1.4 a; 2.1.7 a; 2.1.10 b, c, d)

Value Added Assessment Paper: Self Reflection & Continued Professional Development Due: May 2015

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 2-3 page paper that describes the meaning of your practicum experiences, your graduate coursework, peer relationships, and faculty advising for your personal and professional life. You may choose to focus on how your perception of social work has changed and what self awareness you have gained 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 a couple of 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, your cultural competence, your professional growth, and/or your advocacy efforts on behalf of clients. (EPAS 2.1.1 b; 2.1.4 b; 2.1.5 b; 2.1.8 a; 2.1.9 b)

The assignments for this course are as follows:

Spring Semester Attendance & Participation (25 points)
 Spring Semester Updated Learning Agreement (25 points)
 Spring Semester Case Presentation Assignment (25 points)
 Spring Semester Value Added Written Assignment (25 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.

Evaluation of Field Performance:

Grades are assigned by the faculty liaison, in consultation with the field instructor. Students who are concerned with a rating assigned by the field instructor should discuss their concerns with the field instructor and faculty liaison prior to final grades being submitted. The faculty liaison will consult with the field instructor if the grade for the field performance is not the same as the grade for the seminar course. Ultimately, the final semester grade will need to correspond with the grade assigned by the field instructor.

Field instructors, who rate a student as a C or Unsatisfactory, need to put a statement in the comment section of the learning agreement to support that rating. All other ratings require no comments, but they are welcome.

Graduate Grade Scale:

- A=90-100% (Commendable)
- B=80-89% (Satisfactory)
- C=70-79% (Marginal)
- U= Below 70 (Unsatisfactory)

Final Grades for Field Placement (Social Work 7444) 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

Grading Policy

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.

Course Outline: Semester Field Practicum and Seminar Dates:

Spring 2015 Semester Schedule:

January 7	First Day of Field Internship for Spring Semester
January 19	MLK Holiday – University closed
January 23	Seminar Class <u>Review Updated Learning Agreement</u> with emphasis on goals for the final spring 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. (EPAS 2.1.2 a; 2.1.3 a; 2.1.5 a; 2.1.9 a)
February 13	Seminar Class All sections meet to hear guest speakers on N. C. Licensure Process
March 2-7	Spring Break – no classes or internship
March 20	Seminar Class Review of Resumes and Cover Letters Mock Interview Panel (EPAS 2.1.1 b; 2.1.3 b)
April 24	Seminar Class Discussion: termination and referral at your internship Reading: Walsh, J. Termination and your field placement. <i>The New Social Worker</i> . 2002. 9(2): pages 14-17. (EPAS 2.1.2 a; 2.1.6 a; 2.1.7 a; 2.1.10 a)
April 28	Last Day of Field internship
May 1	<u>Value Added Written Assignment Due</u> Final Spring Evaluations and time sheets due
May 8	Graduation

***University Policies**

Code of Student Responsibility:

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

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

Academic Integrity:

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 U. 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.

Course Credit Workload:

This 3 credit course requires two (2) hours and forty-five (45) minutes of direct faculty instruction monthly, 1 hour of homework weekly. It also requires 24 hours weekly of field practicum with required Council of Social Work Education supervision by their MSW field instructor one (1) hour weekly for approximately fifteen (15) weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, journals, and field practicum hour in the agency under MSW supervision.

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.

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.

Diversity Statement:

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

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

Sexual Harassment Policy:

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

Religious Accommodation:

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

***School of Social Work Policies:**

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

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 Hontah Epps, Field Education Director, School of Social Work, CHHS 489B, (704-687-7932) or htepps@uncc.edu

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

**SOWK 7651-00X Reflection and Synthesis
Spring 20XX**

***Credits:** 3 Graduate Credits
Day/Time:
Meeting Location:
Faculty Information:

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

***Course Rationale:** Graduates of UNC Charlotte’s MSW program will be able to synthesize and apply a broad range of knowledge and skills in order to refine and advance the quality of social work practice and the profession in a range of settings. This includes the ability to assess, plan, implement, and evaluate social prevention and intervention programs, particularly with vulnerable individuals and communities. The program takes a holistic approach to social work education – one that attempts to bridge divides between individual and community-focused practice. This holistic approach is guided by seven specific themes listed below, each with a corresponding program goal. The Reflection and Synthesis course provides students with an opportunity to demonstrate mastery of these program goals.

<u>Theme</u>	<u>Program Goal</u>
Context	To recognize the inseparability of individual struggles and social issues
Multi-level Practice	To take action on multiple levels of social work practice
Evidence-based Social Work	To engage in research-informed practice and practice-informed research
Strengths Perspective	To understand and employ the strengths of vulnerable populations.
Cultural Sensitivity	To conduct social work practice with cultural sensitivity
Local & Global Practice	To practice social work in communities anywhere
Critically Reflective Practice	To use continuous learning, development, and critical reflection to guide their practice

Course Objectives: Objectives reflect the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS). The numbers in the parentheses reflect the required competencies from the EPAS. As a result of successful completion of the course, students should be able to demonstrate the following:

1. Performs collaborative work with other professionals that promotes the welfare of vulnerable populations (2.1.1)
2. Uses critical reflection, followed by action, which promotes professional self-development (2.1.1)
3. Applies ethical decision-making skills on multiple levels of practice, with special attention to social justice for vulnerable populations (2.1.2)
4. Selects models of assessment, prevention, intervention, and evaluation that best meet the needs of vulnerable populations (2.1.3)
5. Communicates effectively verbally and in writing with diverse populations, stakeholders, and service systems (2.1.3)
6. Recognizes and respects strengths and differences among client and professional systems (2.1.4)
7. Conducts social work practice with cultural sensitivity (2.1.4)
8. Recognizes the local and global context of individual struggles and social problems (2.1.5)
9. Supports advocacy efforts by the region's vulnerable populations to advance social and economic justice (2.1.5)
10. Assesses the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings (2.1.6)
11. Uses practice experience to contribute to social work knowledge (2.1.6)
12. Critiques and differentially applies theory to guide social work practice at multiple levels (2.1.7)
13. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (2.1.9)
14. Continuously discovers, appraises, and attends to changing locales, populations, scientific, technical developments and emerging societal trends to provide relevant services (2.1.9)
15. Uses appropriate research strategies to examine interventions at all levels of social work practice (2.1.10)
16. Evaluates multiple-level systems for practice, program, and policy effectiveness (2.1.10)
17. Disseminates evaluation findings in order to guide future interventions (2.1.10)

Course Policies:

Insert your own course policies here. Examples include

Timeliness
Extra credit
Evaluation of Instructor/Course
Teaching Philosophy & Strategies
Expectations for your Instructor
How to Reach the Instructor
Social Media
Attendance Policy

Internet Resources: The number of websites devoted to social work research is growing at a rapid pace. 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 government 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. 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:

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

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

Teaching Strategies:

Required Text: None

Recommended Text:

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

Evaluation Methods:

There are 100 possible points awarded in this course. All students are expected to attend class prepared to participate (See Attendance Policy and Late Policy).

Context Paper	20 points
Practice Synthesis Paper	30 points
Ethical/Cultural Practice Paper	14 points
Peer Review Score	4 points
Presentation	20 points
<u>Critically Reflective Paper</u>	<u>12 points</u>
Total	100 points

***Grade Scale:**

A = 90-100%

B = 80-89%

C = 70-79%

U = < 70%

Topical Outline:

Week #	Date	Topic	Objective	Assignment Due
1	1-9	Introduction to Course; Logistics	5	None
2	1-16	Review APA, Using Track Changes, Using Databases	5	None
3	1-23	Paper Topic	5, 16	Topic Due by 11 a.m.
4	1-30	The Context of Social Problems	5, 8, 12, 14, 15	None
5	2-6	The Context of Social Problems	5, 8, 12, 14, 15, 16	Context Paper Draft due to Peers; Peers Return by Sunday, February 8
6	2-13	The Context of Social Problems	5, 8, 12, 14, 15, 16	None
7	2-20	Practice Synthesis	3, 4, 5, 9, 10, 12, 15	Context Paper due to Instructor by 11 a.m.
8	2-27	Practice Synthesis	3, 4, 5, 9, 10, 12, 15	Practice Synthesis Paper Draft due to Peers; Peers Return by Sunday, March 1
	3-6	Spring Break	NA	
9	3-13	Cultural Practices	2, 6, 7	Practice Synthesis Paper due by 11 a.m.
10	3-20	Cultural Practices/Presenting to Audiences	2, 6, 7	Ethical/Cultural Practice Paper Draft due to Peers; Peers Return by Sunday, March 22
11	3-27	Cultural Practices	2, 3, 5, 9, 10, 12, 17	None
12	4-3	Presentations	2, 3, 5, 9, 10, 12, 17	Presentation; Ethical/Cultural Practice Paper due by 11 a.m.
13	4-10	Presentations	2, 5, 9, 10, 12, 13, 17	Presentation
14	4-17	Presentations	2, 5, 9,	Presentation

			10, 12, 13, 17	
15	4-24	Presentations	1, 2, 5, 13, 17	Presentation; Peer Review Score due by 11 a.m.
16	5-1	Final	5, 6, 7, 11	Critically Reflective Paper due by 1:30 p.m.

Assignments

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

For all written assignments:

Writing and Formatting

All written work should reflect conventions in the Sixth Edition of the American Psychological Association’s *Publication Manual*. All written assignments should be *double-spaced*, use *12 point font* (Times New Roman or Calibri only), and display *1 inch margins* on all sides. Work must be cited. Written assignments that do not cite reference work the first time it is referred to in a paragraph will automatically get a “0” on the writing criteria for the assignment. It’s that important!

Topic

Choose a social problem that is often encountered by social workers in practice. It is acceptable to select one that you have previously encountered in your field placement. You may also choose to focus on a social problem of interest to you, even if you do not have direct experience with the problem. *Please remember to make sure there is no identifying information in any of your assignments that could possibly violate a client’s confidentiality.* The topic is due to the Instructor by January 23.

Peer Review

The following assignments will reflect your selected topic: *Context Paper, Practice Synthesis Paper, and Cultural Practices Paper*. Peer Review groups will be assigned based on similar topics and with consideration for preferences. The purpose of peer review is to provide constructive feedback on how well a paper fulfills the requirements of the assignment. You should evaluate the content (what is written) and structure (how the paper is organized). The peer review process should be guided by social work values and professionalism. Peer reviewers are to offer suggestions that can help the author improve the paper and they will be graded on their feedback. *You must submit a copy of your work on these three assignments to your peers by*

the due dates listed in the course schedule above. Please use the guidelines below to review papers.

Peer Review Guidelines

1. Does the content of the paper address each component of the assignment/ instructions? If yes, how thorough are the responses and how can they be better? If no, what is missing?
2. Does the structure of the paper (the way it is organized and presented) support the author's attempt to meet the requirements of the assignments? If yes, how well does it do this and what do you recommend to improve the paper? If no, why not and what do you recommend to improve the paper? How well does the paper follow the author's outline?
3. Does the author's grammar and prose complement or interfere with how well you understand what is being addressed? Does the author use APA format satisfactorily? Yes or no, and how?
4. Was the paper submitted to you on time? Was the paper submitted to you in a professional manner – yes or no, and how?
5. Overall comments and suggestions for improving the paper.

Context Paper

Due to Peers on Friday, February 6 by 11 a.m.

Peer Reviews due Sunday, February 8 by 9 p.m.

Due to Instructor on Friday, February 20 by 11 a.m.

20 points

Objective 5. Communicates effectively verbally and in writing with diverse populations, stakeholders, and service systems (2.1.3)

Objective 8. Recognizes the local and global context of individual struggles and social problems (2.1.5)

Objective 12. Critiques and differentially applies theory to guide social work practice at multiple levels (2.1.7)

Objective 14. Continuously discovers, appraises, and attends to changing locales, populations, scientific, technical developments and emerging societal trends to provide relevant services (2.1.9)

Objective 15. Uses appropriate research strategies to examine interventions at all levels of social work practice (2.1.10)

Objective 16. Evaluates multiple-level systems for practice, program, and policy effectiveness (2.1.10)

The Context Paper addresses the social problem experienced by a vulnerable population from historical, political, cultural, and theoretical perspectives. The paper should address the impact of the problem from multiple levels of practice and experience and provide prevalence and demographics. Submit your first draft to peers via email and cc the instructor. Peers should submit their review back to peers via email and cc the instructor.

Submit the final Context Paper on Moodle by the due date and time using the files name lastname.firstinitial.context (example: **hermansmith.r.context**). Late assignments will not be accepted; no exceptions. Limit the paper to eight (8) double-spaced pages, not including a required Title page and References page. Please follow the rubric below in structuring the paper. Each item will be rated as 2 (meets criterion), 1 (partially meets criterion), or 0 (fails to meet criterion).

Context Paper Rubric	Possible Score	Your Score
1. Fully describes the social/individual problem to be addressed	2	
2. Illustrates how this problem developed from a historical perspective (how it developed relative to changing roles, family structures, policy changes, etc.)	2	
3. Uses theory to help explain the problem	2	
4. Explains how the problem currently impacts individuals, families, and institutions	2	
5. Explains the local and global context of individual struggles and social problems	2	
6. Identifies which social groups are more likely to experience the problem	2	
7. Provides prevalence rates and demographics	2	
8. Uses peer-reviewed and scholarly sources	2	
9. Is written clearly and logically	2	
10. Uses APA formatting consistently	2	
Total	20	

Practice Synthesis Paper

Due to Peers on Friday, February 27 at 11 a.m.

Peer Reviews due Sunday, March 1 by 9 p.m.

Due to Instructor on Friday, March 13 by 11 a.m.

30 points

Objective 4. Selects models of assessment, prevention, intervention, and evaluation that best meet the needs of vulnerable populations (2.1.3)

Objective 5. Communicates effectively verbally and in writing with diverse populations, stakeholders, and service systems (2.1.3)

Objective 10. Assesses the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings (2.1.6)

Objective 15. Uses appropriate research strategies to examine interventions at all levels of social work practice (2.1.10)

The Practice Synthesis Paper identifies, describes, and applies an evidence-based practice to a social problem being experienced by a vulnerable population. The evidence base and relevant policy are assessed. Strengths and resources of the population should be included, as well as an

effective means of assisting this population to self-advocacy. Please follow the rubric below in structuring the paper.

Submit your first draft to peers via email and cc the instructor. Peers should submit their review back to peers via email and cc the instructor.

Submit the final Practice Synthesis Paper on Moodle using the file name lastname.firstinitial.practice (example: **hermansmith.r.practice**). Late assignments will not be accepted; no exceptions. Limit the paper to 12 double-spaced pages, not including a required Title page and References page. Please follow the rubric below in structuring the paper. Each item will be rated as 2 (meets criterion), 1 (partially meets criterion), or 0 (fails to meet criterion).

Practice Synthesis Paper Rubric

2	1	0	Possible Score	Your Score
Description of an evidence-based intervention that is accurate, complete, and includes citation of related research	Description of an evidence-based intervention that is marginally accurate or does not accurately cite research	Description of an evidence-based intervention reflects poor grasp of the intervention or does not cite scholarly sources	(x2) 4	
Provides clear evidence of the intervention's effectiveness with the specific population of interest (age, condition, gender, etc.)	Provides vague or incomplete evidence of the intervention's effectiveness with the specific population of interest	Provides inaccurate or unrelated evidence of the intervention's effectiveness with the specific population of interest	2	
Draws a figure that demonstrates how the intervention works	Draws a figure that does not fully represent how the intervention works	Draws a figure that is unrelated to how the intervention works and/or misrepresents the intervention	2	
Identifies and critiques a means of measuring client goals for the intervention chosen	Identifies a means of measuring client goals for the intervention chooses but fails to adequately critique the measure	Identifies a means of measuring client goals for the intervention chosen that are inappropriate or faulty	2	
Summarizes at least 8 scholarly sources that address the evidence for the intervention (Consider including the	Summarizes scholarly sources but does not report how the results address the intervention	Summarizes scholarly sources but summaries misrepresent the sources	(x4) 8	

2	1	0	Possible Score	Your Score
following information: the authors, the setting, the research questions, the type of research, the major findings, and the limitations of the research in terms of reliability, validity, authenticity, etc.)				
Identifies a relevant policy that supports the intervention's implementation	Identifies a relevant policy but how the policy supports the intervention is vague	Identifies a policy that is not related to or supportive of intervention implementation	2	
Identifies a strategy for advocating for the policy to support the intervention	Identifies a strategy for advocating for the policy to support the intervention that is vague or impractical	Identifies a strategy for advocating for the policy to support the intervention that is unrealistic or ineffective	2	
Identifies strengths of the population of interest that might be useful in helping them to advocate for themselves in regard to the problem you identified	Identifies strengths of the population of interest but it is not clear how they will be used to advocate for change	Identifies strengths of the population that are inaccurate or irrelevant to advocacy efforts	2	
Uses peer-reviewed and/or scholarly sources	One to three sources used to support the intervention are not peer-reviewed and/or scholarly	Several sources used to support the intervention are not peer-reviewed and/or scholarly	2	
Is written clearly and logically	Is written in vague, poor constructed, and imprecise language	Is written in a way that is difficult to comprehend due to numerous errors and misuse of language	2	
Uses APA formatting consistently	Uses APA formatting inconsistently throughout the paper	APA formatting is used but has several citation and referencing errors	2	
		Total	30	

Ethical/Cultural Practice Paper

Due to Peers on Friday, March 20 by 11 a.m.
 Peer Reviews due Sunday, March 22 by 9 p.m.
 Due to Instructor on Friday, April 3 by 11 a.m.
 14 points

- Objective 2. Uses critical reflection, followed by action, which promotes professional self-development (2.1.1)
- Objective 3. Applies ethical decision-making skills on multiple levels of practice, with special attention to social justice for vulnerable populations (2.1.2)
- Objective 6. Recognizes and respects strengths and differences among client and professional systems (2.1.4)
- Objective 7. Conducts social work practice with cultural sensitivity (2.1.4)
- Objective 9. Supports advocacy efforts by the region’s vulnerable populations to advance social and economic justice (2.1.5)

The Ethical/Cultural Practice Paper addresses ethical practice with regard to practice, research, and advocacy. It also examines cultural awareness, sensitivity, and action in social work practice and explains how various groups (notably vulnerable populations) may experience the problem differently. Strategies social workers can use to overcome biases and potential lack of experience/knowledge will also be presented. Please follow the rubric below in structuring the paper. Submit your first draft to peers via email and cc the instructor. Peers should submit their review back to peers via email and cc the instructor.

Submit the final Ethical/Cultural Practice Paper on Moodle using the file name lastname.firstinitial.culture (example: **hermansmith.r.culture**). Late assignments will not be accepted; no exceptions. Limit the paper to six (6) double-spaced pages, not including a required Title page and References page. Please follow the rubric below in structuring the paper. Each item will be rated as 2 (meets criterion), 1 (partially meets criterion), or 0 (fails to meet criterion).

Ethical/Cultural Practice Paper Rubric	Possible Score	Your Score
1. Explains ethical practice relative to the identified problem	2	
2. Explains the relevance and importance of cultural awareness, interpersonal sensitivity, and humility in working with the population	2	
3. Discusses strategies social workers can use to overcome biases in their work with this population and problem (be specific) and/or steps social workers should take to self-educate if they lack experience or knowledge on the topic	2	
4. Examines why social work is/is not suited to address the problem and presents important next steps	2	
5. Uses peer-reviewed and scholarly sources	2	
6. Written clearly and logically	2	

7. Uses APA formatting consistently	2	
Total	14	

Peer Review Score

Due April 24 by 11 a.m.

4 points

Objective 1. Performs collaborative work with other professionals that promotes the welfare of vulnerable populations (2.1.1)

Objective 2. Uses critical reflection, followed by action, which promotes professional self-development (2.1.1)

Objective 5. Communicates effectively verbally and in writing with diverse populations, stakeholders, and service systems (2.1.3)

Peer groups will review each other’s work on the *Context Paper*, *Practice Synthesis Paper*, and *Ethical/Cultural Practice Paper*. Students and the instructor will rate the quality of peer feedback and review in terms of professionalism, thoroughness, timeliness, helpfulness, and constructiveness. Each member of the team will review all other team members on the following scale. The instructor will also rate the quality of the review using the same scale. The mean score from all reviewers and the instructor will be reported for each category. The final grade will be the mean of all scores in all five areas. Please use the following scale. Submit the assignment to the instructor using the file name lastname,firstinitial.peers (example: **hermansmith.r.peers**).

Reviewer Name:

Your Name:

Please rate each of your peer reviewers individually using the following scale. The reviewer was (please circle one):

Peer Review Scale				
	Very Poor	Poor	Good	Very Good
Professional	1	2	3	4
Thorough	1	2	3	4
Timely	1	2	3	4
Specific	1	2	3	4
Constructive	1	2	3	4

Presentation

Due on April 3, 10, 17, or 24

20 points

Objective 2. Uses critical reflection, followed by action, which promotes professional self-development (2.1.1)

Objective 5. Communicates effectively verbally and in writing with diverse populations, stakeholders, and service systems (2.1.3)

Objective 9. Supports advocacy efforts by the region's vulnerable populations to advance social and economic justice (2.1.5)

Objective 10. Assesses the strength and source of evidence to implement either evidence-based practice or the most valid, reliable, or authentic findings (2.1.6)

Objective 12. Critiques and differentially applies theory to guide social work practice at multiple levels (2.1.7)

Objective 13. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (2.1.9)

Objective 17. Disseminates evaluation findings in order to guide future interventions (2.1.10)

Students will complete a professional oral presentation related to the topic they chose for the course paper. The presentation may be developed in PowerPoint or Prezi software, overhead projection, or some other professional mode of presentation. Software is available in all university computing labs and the Writing Center will provide individual tutoring in PowerPoint as needed.

Presentations should last 25 minutes with an additional 5 minutes for responding to audience questions. Students are required to dress in professional attire for their final presentations. Faculty members and other MSW students will be invited to attend final presentations and often presenters invite their field instructors or other guests.

Presentations will be evaluated on following:

1. Mastery and clarity of content
2. Quality of synthesis, integration, and interpretation of content
3. Organization and professionalism relative to the overall presentation and its content
4. Engagement and communication with the audience
5. Creativity

Critically Reflective Practice – Final Paper

Due May 1 by 1:30 p.m.

12 points

This assignment shifts from the topic of the other assignments. The Critically Reflective Paper is a self-reflection on one's personal knowledge, values, and skills as a social worker in the MSW program. This assignment will only be reviewed by your instructor. Do not submit this assignment for peer review. Submit the assignment to your instructor on Moodle using the file name lastname,firstinitial.reflection (example: **hermansmith.r.reflection**). Limit the paper to 6 pages, not including a required Title page. Late assignments will not be accepted; no exceptions.

Objective 5. Communicates effectively verbally and in writing with diverse populations, stakeholders, and service systems (2.1.3)

Objective 6. Recognizes and respects strengths and differences among client and professional systems (2.1.4)

Objective 7. Conducts social work practice with cultural sensitivity (2.1.4)

Objective 11. Uses practice experience to contribute to social work knowledge (2.1.6)

Critically Reflective Practice – Final Paper Rubric	Possible Score	Your Score
1. Identifies strengths one will bring to a first professional social work position (be specific)	2	
2. Identifies social work knowledge, values or skills one would like to continue to develop in a first professional social work position	2	
3. Explains in detail <u>how and why</u> your positions have changed, not changed, or become more nuanced since you entered the MSW program	2	
4. Explains how you plan to continue growth in the above indicated areas and for ongoing continuing education in general. Be specific. (Do not include CEU's mandated by licensing boards)	2	
5. Written clearly and logically	2	
6. Uses APA formatting consistently	2	
Total	12	

***University 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>).

School of Social Work Policies:

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

Social Work

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

School of Social Work

socialwork.uncc.edu

Graduate Program Director

Dr. Robert Herman-Smith

Graduate Faculty

Suzanne Boyd, Associate Professor

Vanessa Drew-Branch, Lecturer

Mark Ezell, Professor

Robert Herman-Smith, Associate Professor and MSW Program Director

Shanti Kulkarni, Associate Professor

Othelia Lee, Associate Professor

Vivian Lord, Interim Chair and Professor

Hontah Epps, Lecturer and Field Education Director

Susan McCarter, Associate Professor

Laneshia McCord, Assistant Professor

Annelise Mennicke, Assistant Professor

Julian Montoro-Rodriguez, Professor and Director of Gerontology

Sonyia Richardson, Lecturer

Diana Rowan, Associate Professor

Roger Suclupe, Lecturer

Lori Thomas, Associate Professor

MASTER OF SOCIAL WORK

The MSW Program at UNC Charlotte offers an advanced generalist concentration that embraces the profession's commitment to social and economic justice, individual and community well-being, and scientific inquiry. As a reflection of UNC Charlotte's designation as North Carolina's urban research university, our curriculum is especially focused on the needs of vulnerable populations in the growing urban and suburban areas of the state. Graduates of the program will be able to synthesize and apply a broad range of knowledge and skills in order to refine and advance the quality of social work practice and the profession in a range of settings.

UNC Charlotte's MSW program prepares students to assess, plan, implement, and evaluate social prevention and intervention programs, particularly with vulnerable individuals and communities. The program takes a holistic approach to social work education - one that attempts to bridge divides between individually-focused and community-focused practice. This holistic approach is guided by seven specific themes listed below, each with a corresponding program goal.

Theme	Program Goal
Context	Recognizes the inseparability of individual struggles and social issues;
Multi-Level Practice	Takes action on multiple levels of social work practice
Evidence-Based	Engages in research-informed practice and practice-informed research;

Strengths	Understands and employs the strengths of vulnerable populations but also insures their capacity and power to engage societal opportunities;
Cultural Sensitivity and Humility	Conducts social work practice with cultural sensitivity and humility;
Local and Global	Practices social work in communities everywhere; and
Critically Reflective	Encourages the continuous development of critically reflective practitioners.

Accreditation

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

Admission Requirements

1. Undergraduate Preparation including GPA

- The Graduate School sets a 3.0 as the minimum GPA for admission to master's programs at UNC Charlotte
- The Graduate School requires students to provide copies of unofficial transcripts for all institutions the applicant has attended
- The School of Social Work seeks applicants with a liberal arts background. Courses in biology and statistics are encouraged in order to prepare students for the program.

2. GRE Scores

- Scores of 150 or higher in the verbal and quantitative sections and a 4 or higher in the writing section would be considered competitive
- When an applicant's scores in either area are below 150, the Admissions Committee searches for other evidence of the potential to be successful in MSW coursework - Examples: High undergraduate grades in writing, statistics, and/or research courses

3. Recommendations

- Three forms submitted by faculty members and supervisors from paid or volunteer experience with human service agencies
- Recommenders have the option of uploading a letter of support with the form

4. Relevant Volunteer and/or Paid Experience described in the applicant's resume

5. Personal Statement

Applicant's upload a narrative addressing the following items in no more than 4-5pages:

- a) Please discuss why you are interested in becoming a master-level social worker
- b) Please discuss your reasons for seeking admission to UNC Charlotte's MSW Program specifically. How are your career plans and interests congruent with the UNC Charlotte MSW curriculum?
- c) The Social Work Program values diversity in its student population. Diversity may be defined in terms of race, age, ethnicity, gender, sexual orientation, religion, socioeconomic status, unique skills, or life experiences. What personal characteristics, unique skills, or life experiences will you bring to the program?
- d) Social workers practice with individuals from historically oppressed and diverse groups. What groups may challenge you, either because of your personal values and/or attitudes and how will you handle this?
- e) Describe a time when you were given critical feedback. What was your reaction to that experience? What did you learn about yourself?
- f) As a prospective graduate student, what strengths and skills do you bring to the program? What do you identify as your areas of growth?
- g) Applicants are often interested in choosing social work because it is a helping profession. Discuss the differences between helping in personal and professional relationships. In addition, discuss a time you helped someone (not a family member) and your reaction to the helping experience.

Other Information

International applicants may be required by the UNC Charlotte Graduate School to submit additional materials.

Upon acceptance to the program, students are asked to complete an Intent to Enroll Form and a Field Application Form. Because some field placement agencies serving vulnerable populations exclude personnel with criminal convictions, students entering the program may be subject to a criminal history inquiry. Many agencies require drug testing as well.

Financial Assistance

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

MSW Curriculum

The MSW curriculum promotes its mission and goals through the Foundation curriculum and the Advanced curriculum. The Foundation curriculum prepares students to apply generalist social work knowledge, skills, and values. The Advanced curriculum prepares students for more specialized application of the profession's knowledge, skills, and values, with special attention to the needs of vulnerable populations. All students must successfully complete the course SOWK 7651 Reflection and Synthesis, which serves as the capstone course for the MSW.

Plans of Study

The MSW may be pursued through the Full Time (two years), Part Time (three years), or Advanced Standing (one year) plans of study.

Full Time Plan of Study (Two Years)

The Full Time MSW plan of study is designed for students to complete the MSW through two years of intensive study. The Foundation curriculum is completed during the first year of study and the Advanced curriculum is completed during the second year. Classes meet at the main university campus. Students complete a total of 62 graduate credits hours, which includes 48 credit hours in the classroom and 14 credits in an approved field placement. The Full Time plan of study is outlined below.

Year One – Foundation Curriculum

Fall (15 credits)

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

Spring (15 credits)

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

Year Two – Advanced Curriculum

Second Year

Fall (16 credits)

SOWK 7122 Advanced Social Work Practice with Individuals (3)
 SOWK 7126 Advanced Social Work Practice with Groups (3)

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

Spring (16 credits)

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

** Full Time MSW students work with their advisors to choose three electives that reflect their individual professional interests and goals. Electives may be from any academic discipline but must relate to the School of Social Work's mission to work with vulnerable populations.*

Part Time MSW Plan of Study (3 years)

The Part Time MSW plan of study is designed for students who wish to complete an MSW but cannot attend graduate school full time. The Part Time MSW can be completed in three years. Student takes the same courses as students in the Full Time plan of study. They complete 62 graduate credits hours, which includes 48 credit hours in the classroom and 14 credits in an approved field placement.

The Part Time plan of study is offered as a hybrid model. Classes alternate between meetings on Saturday at the UNC Charlotte Center City Building and online classes. Online classes are offered asynchronously, meaning students meaning students do not have to log in at the same time. They can complete assignments when it is convenient for them as long as they are completed by their due date.

The Foundation curriculum is completed during the first year. During the Fall and Spring semesters, students continue to take courses through hybrid (Saturday and online) classes. They complete the Foundation field placement during other days of the week. During the next Extended Summer Session, students take one course to complete the Foundation curriculum.

The Advanced curriculum is completed over two years, which includes two Fall semesters, two Spring semesters, and one Extended Summer Session. During the Advanced curriculum, students continue to take courses through hybrid (Saturday and online) classes. They complete an Advanced field placement during other days of the week. In the final Extended Summer Session, students take an elective course that reflects their professional interests. In the final Fall and Spring, students complete their required Advanced curriculum courses. The Part Time plan of study is outlined below.

Year One – Foundation Curriculum

Summer (6 credits)

SOWK 6121 Social Work Practice: Theory and Skills (3)
 SOWK 6141 Foundations of Social Work (3)

Fall (9 Credits)

SOWK 6131 Social Work Research (3)
 SOWK 6151 Social Work, Social Justice, & Diversity (3)
 SOWK 6441 Foundation Social Work Practicum I (3)

Spring (9 Credits)

SOWK 6242 Advocacy and Policy Change (3)
 SOWK 6232 Practice and Program Evaluation (3)
 SOWK 6442 Foundation Social Work Practicum II (3)

Summer (3 Credits)

SOWK 6252 Mental Health Assessment (3)

Year Two – Advanced Curriculum

Fall (10 Credits)

SOWK 7122 Advanced Social Work Practice with Individuals (3)

SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)

SOWK 7443 Advanced Social Work Practicum I (4)

Spring (10 Credits)

SOWK 7127 Advanced Social Work Practice with Families (3)

SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)

SOWK 7443 Advanced Social Work Practicum II (4)

Summer (3 Credits)

Elective (3)*

Year Three – Advanced Curriculum (cont.)

Fall (6 Credits)

SOWK 7126 Advanced Interpersonal Practice with Groups (3)

Elective (3)*

Spring (6 Credits)

SOWK 7651 Reflection and Synthesis (3)

Elective (3)*

Total Program Credits = 62

** Part Time MSW students work with their advisors to choose three electives that reflect their individual professional interests and goals. Electives may be from any academic discipline but must relate to the School of Social Work's mission to work with vulnerable populations.*

Advanced Standing Plan of Study (One Year)

The Advanced Standing plan of study is designed for students who have earned a BSW from an accredited social work program within the past seven years and wish to pursue the MSW. Advanced Standing students are not required to complete the Foundation curriculum for the MSW. Under the Advanced Standing plan of study, the MSW can be completed in one calendar year. Students complete 41 graduate credits hours, which includes 30 credit hours in the classroom and 11 credits in an approved field placement.

Classes begin during Extended Summer Session, which meets on the main university campus for 10 weeks in the summer months. Advanced Standing students complete 9 hours of graduate level work designed to bridge the gap between their BSW curriculum and the Advanced MSW curriculum. In the Fall and Spring semesters, students complete the Advanced curriculum along with students completing the Full Time plan of study. The Advanced Standing plan of study is outlined below.

Summer

SOWK 6232 Practice and Program Evaluation (3)

SOWK 6242 Advocacy and Policy Change (3)

SOWK 6252 Mental Health Assessment (3)

Fall

SOWK 7122 Advanced Social Work Practice with Individuals (3)

SOWK 7126 Advanced Social Work Practice with Groups (3)

SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)

SOWK 7443 Advanced Social Work Practicum I (4)
Elective (3)*

Spring

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

Total Program Credits = 41

** Advanced Standing MSW students work with their advisors to choose two electives that reflect their individual professional interests and goals. Electives may be from any academic discipline but must relate to the School of Social Work's mission to work with vulnerable populations.*

The Field Placement

Field placements are assigned from a variety of agencies and practice settings approved by the UNC Charlotte Social Work Field Office. Field Instructors, approved by the School of Social Work, guide the student through learning experiences, coordinating field experiences with the concurrent classroom coursework. The Foundation field placement prepares students to apply generalist social work knowledge, skills, and values. The Advanced field placement prepares students for more specialized application, with special attention to the needs of vulnerable populations.

State Certification

Graduates of the MSW Program may pursue state licensure or certification at the graduate level. Application for licensure or certification should be made with the state board in the state where the applicant intends to practice social work. In North Carolina, the Certification and Licensure Board for Social Work may be accessed on the web at <http://www.ncswboard.org/> or by phone at 336-625-1679. MSW levels of licensure/certification in North Carolina include the following: Licensed Clinical Social Worker (LCSW), Licensed Clinical Social Worker Associate (LCSWA), Certified Master Social Worker (CMSW), and Certified Social Work Manager (CSWM).

Special Programs

North Carolina Child Welfare Education Collaborative

UNC Charlotte participates in the North Carolina Child Welfare Education Collaborative, which is a joint effort of the NC Division of Social Services, the NC Association of County Directors of Social Services (DSS), and the National Association of Social Workers NC Chapter, to improve the quality of public child welfare services in North Carolina. The program is administered by the Jordan Institute for Families at UNC Chapel Hill. At UNC Charlotte, Child Welfare Education Collaborative MSW students complete the course *SOWK 7015 Child Welfare* as one of their electives. They also complete their graduate field placements in a child welfare agency. Students who complete all requirements for the Collaborative program receive a certificate indicating they have successfully met North Carolina Child Welfare Pre-service Training competencies. Graduates may then be hired at a NC County DSS with credit for six (6) months of experience.

For additional information about the North Carolina Child Welfare Education Collaborative at UNC Charlotte, please contact the UNC Charlotte Child Welfare Collaborative Liaison, Dr. Robert Herman-Smith, Associate Professor, at bherman@uncc.edu or 704-687-7180.

School Social Work

Graduates of the program may also qualify for licensure as a school social worker in the state of North Carolina. The School Social Work license is awarded by the North Carolina Department of Public Instruction. To be eligible for school social work licensure, MSW students must complete a two-semester field placement in a school setting,

take *SOWK 7010 School Social Work*, and take another course from a list of approved electives. Students interested in school social work licensure should begin planning with their advisors and the MSW Field Education Director as early in the program as possible.

The School of Social Work's Field Education Director, Hontah Epps, has additional information about school social work licensure requirements. She can be reached at htepps@uncc.edu or 704-687-7932. Information is also available at <http://www.ncsswa.org>.

Gerontology

UNC Charlotte's M.A. in Gerontology and Certificate of Gerontology are administered jointly by the College of Health and Human Services and the College of Liberal Arts and Sciences. The M.A. program is housed in the School of Social Work. MSW are given special consideration for graduate courses in Gerontology.

COURSES IN SOCIAL WORK (SOWK)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SOWK 7025. Social Development in Malawi. (3) Students actively participate in several pre-departure class lectures and work sessions. They travel to Malawi for 11 days and engage in service-learning activities aligned with social development in rural Malawi. Experiential projects are designed and implemented by students using funds they raise. Sustainability and anti-oppressive approaches to social development are highlighted. *(Fall, Spring, Summer)*

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

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

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

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

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

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

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

SOWK 7443. Advanced Social Work Practicum I. (4) Prerequisite: SOWK 6442 (Advanced Standing students are exempt from this prerequisite). The Advanced field practicum prepares students for more specialized application of social work knowledge, values, and skills, with special attention to the needs of vulnerable populations. Students work in an approved field site under the supervision of a social work field instructor and attend a monthly seminar. *(Fall)*

SOWK 7444. Advanced Social Work Practicum II. (4) Prerequisite: SOWK 7443. Continuation of SOWK 7443. The Advanced field practicum prepares students for more specialized application of social work knowledge, values, and skills, with special attention to the needs of vulnerable populations. Students work in an approved field site under the supervision of a social work field instructor and attend a monthly seminar. *(Spring)*

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

SOWK 7627. Seminar in Advanced Practice: Supervision and Staff Training. (3) Prerequisites: SOWK 6121, SOWK 6131, SOWK 6141, SOWK 6151, or admission to Advanced Standing program. Students may choose to satisfy their social work elective requirement with this course. This seminar is for students who anticipate working in traditional social welfare organizations in the public or private sectors. The focus is on knowledge and skills that a social worker needs to succeed in practice in large organizations. Included is content on supervision, staff training and development, and the role of the professional in large organizations. *(Spring)*