UNC CHARLOTTE

2013-2014 LONG SIGNATURE SHEET
Proposal Number: SOWK 10-16-13
Proposal Title: Revision of the Advanced Standing Master in Social Work (MSW) Program
Originating Department: Social Work
TYPE OF PROPOSAL: UNDERGRADUATE_____   GRADUATE__X____   UNDERGRADUATE & GRADUATE____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	**DEPARTMENT CHAIR** *Mark Ezell* [print name here:] MARK EZELL
11-4-13	11-25-13	11-25-13	Approved	**COLLEGE CURRICULUM COMMITTEE CHAIR** *Meredith Troutman-Jordan* [print name here:] M Troutman-Jorda
12-10-13	12-13-13	12-16-13	Approved	**COLLEGE FACULTY CHAIR (if applicable)** [print name here:] Erik Wikstrom
1/2/2014	1/3/2014	1/6/2014	Approved	**COLLEGE DEAN** *Jane B. Neese* [print name here:] Jane B. Neese
			Approved	**GENERAL EDUCATION** (if applicable; for General Education courses) [print name here:]
			Approved	**UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR** (for undergraduate courses only)
1-6-14	2-4-14	3-12-14	Approved	**GRADUATE COUNCIL CHAIR** (for graduate courses only) *Alan R. Freitag* ALAN R. FREITAG
				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: Alan Freitag, PhD, Chair of the Graduate Council

From: Mark Ezell, PhD, Department Chair

Date: October 8, 2013

Re: MSW Curriculum Changes to the Advanced Standing program

Attached is a long form that proposes changes in the Masters in Social Work (MSW) Program. The MSW degree can be obtained in three ways: the two year Full Time program, the three year Extended Study program, and the one year Advanced Standing program. In 2012-13, the Department submitted curriculum revisions for the Full Time program and the Extended Study program. Those curriculum revisions were approved by the University.

We are now submitting a change request for the one year Advanced Standing Program. The proposed curriculum changes are intended to bring the program into compliance with new Educational Policy and Accreditation Standards of the Council on Social Work Education. Do not hesitate to contact me if you have any questions or concerns.

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Revision of the Advanced Standing Master in Social Work (MSW) Program

DEPARTMENT OF SOCIAL WORK

PROPOSAL SUMMARY.

The Social Work Department proposes to revise the curriculum for all graduate social work courses for the Advanced Standing Master in Social Work (MSW) program. The Advanced Standing MSW Program is designed to enable a small number of highly qualified students to earn the MSW in one calendar year. To be considered for admission to the Advanced Standing MSW program, a student must have 1) earned a BSW degree from a program accredited by the Council on Social Work Education within the past five years; 2) have an undergraduate GPA of at least 3.5; and 3) meet all other admissions requirements for the Full Time MSW program. To address CSWE accreditation mandates, the Department will:

Curriculum

- Eliminate SOWK 6313 Advanced Social Welfare Policy and SOWK 6323 Advanced Interpersonal Practice

- Delete corequisites for SOWK 6121, 6131, 6141, and 6151. There is no pedagogical justification for this corequisites. Our Extended Study students cannot comply with these courses as corequisites for SOWK 6441 due to their curriculum design.

- Change the sequence of SOWK 6212 Advanced Social Work Practice with Individuals for Advanced Standing MSW students the course is taken in the Summer Session rather than Fall Semester (this change was already approved for the Full Time MSW and Extended Study MSW curricula)

- Replace SOWK 7103 HBSE III with SOWK 6252 Mental Health Assessment for Advanced Standing MSW students (this change was already approved for the Full Time MSW and Extended Study MSW curricula)

- Change the sequence of SOWK 6252 (the revised SOWK 7103 HBSE III) from Fall semester to Summer Session (this change was already approved for the Full Time MSW and Extended Study MSW curricula)

- Eliminate the prerequisites SOWK 6232 and SOWK 6242 for SOWK 6212 Advanced Practice with Individuals; this is a typo; 6232 and 6242 cannot be prerequisites as they are offered in the same semester as SOWK 6212.

- Eliminated the prerequisites SOWK 6232 and SOWK 6242 for SOWK 6252 Mental Health Assessment; this is a typo; 6232 and 6242 cannot be prerequisites as they are offered in the same semester as SOWK 6252. We also clarified and simplified the course description for SOWK 6252 Mental Health Assessment.

- Eliminate SOWK 7124 Advanced Social Work Practice with Families (this change is already approved for the Full Time MSW and Extended Study MSW curricula)

- Revise SOWK 7125 Advanced Social Work Practice with Groups by merging its content with the eliminated course SOWK 7124 Advanced Social Work Practice with Families and changing the course title to Advanced Social Work Practice with Groups and Families (this change was already approved for the Full Time MSW and Extended Study MSW curricula)

- Eliminate prerequisites for SOWK 7010 School Social Work so that advanced Standing students can take the course. In addition, students from outside the program will sometimes request to take the course and there is no pedagogical reason they should not be allowed to do so.

- Eliminate the prerequisites SOWK 6121, 6131, 6141, 6151, 6212, 6232, 6242, 6252, and 7125 for SOWK 7443 Social Work Practicum III. It is unnecessary to maintain the list of prerequisite courses. It is only necessary to list the courses in the practicum sequence (SOWK 6441 and 6442) as prerequisites. Clarified that for Advanced Standing students, the prerequisite is SOWK 6443, a practicum course designed specifically for Advanced Standing students. SOWK 7222 is listed as a corequisite this is not possible since it is offered in the same semester and sequence as SOWK 7443 Social Work Practicum III.

- For all programs, eliminate the prerequisite SOWK 6141 and the corequisite SOWK 6242 for SOWK 6232 Practice and Program Evaluation. There is no logical relationship between these either SOWK 6141 or SOWK 6242 and SOWK 6232.

- Add SOWK 7222 Advanced Social Work Practice with Communities and Organizations I in Fall Semester, SOWK 7223 Advanced Social Work Practice with Communities and Organizations II in Spring semester, and SOWK 6242 Advocacy and Policy Change in Spring semester to make the Advanced Standing curriculum consistent with the Full Time and Extended Study curricula;

- Replace SOWK 6232 Social Work Research II with the previously approved revision of the same course for Full Time MSW and Extended Study MSW curricula, including a course name change to SOWK 6232 Practice and Program Evaluation;

- Replace SOWK 7651 Field of Practice Seminar with the previously approved revision of the same course for the Full Time MSW and Extended Study MSW curricula, including changing the course name to SOWK 7651 Reflection and Synthesis;

- Clarify that Advanced Standing students do not have to meet prerequisites and corequisites for:
  - SOWK 6212 Advanced Social Work Practice with Individuals
  - SOWK 6232 Practice and Program Evaluation
  - SOWK 6252 Mental Health Assessment
  - SOWK 7222 Advanced Social Work Practice with Communities and Organizations I

  by changing the course descriptions for 1) catalog copy and 2) course syllabi.

- For SOWK 6242 Advocacy and Policy Change, clarify there is no Prerequisite or Corequisite.

- For SOWK 7223 Advanced Social Work Practice with Communities and Organizations II, replace the list of prerequisites with a single course SOWK 7222; prior enrollment in SOWK 7222 implies that prerequisites for both courses have been met.

- For SOWK 7444 Social Work Practicum IV, replace the list of prerequisites with a single course SOWK 7443. Prior enrollment in SOWK 7443 implies that prerequisites for both courses have been met. Also eliminate the co-requisite SOWK 7222 for this course; this must be a typo since SOWK 7222 and SOWK 7444 are never offered in the same semester.

- For SOWK 7651, clarify differences in prerequisite requirements for Advanced Standing students versus Full Time and Extended Study students.

- In the catalog copy, add Summer Session as a time these course are offered: SOWK 6212 Advanced Social Work Practice with Individuals, SOWK 6232 Practice and Program Evaluation, and SOWK 6252 Mental Health Assessment

- Change the credit hours for SOWK 7444 Social Work Practicum IV from 5 hours to 4 hours (assigning 5 hours of credit to the course appears to have been a typo in the previous curriculum change in 2012)

- Increase the total credit hours in the Advanced Standing MSW program by two for a total of 44 credit hours by add one required social work elective course to the current two required elective courses in the Advanced Standing MSW curriculum, making a total of three electives the new requirement for program completion (the previous curriculum as stated in the catalog listed 42 credits, but that was due to a typo relating to the credit hours given to SOWK 7444 Social Work Practicum IV; it should have listed the total number of credits as 41)

- Add text to the Full Time and Extended Study MSW curricula listings to make consistencies between programs more apparent

- Changed prerequisite requirements for SOWK 7627. Seminar in Advanced Practice: Supervision and Staff Training so that Advanced Standing students could take the course.

I. HEADING AND PROPOSAL NUMBER

    A. University of North Carolina at Charlotte
        Revised
        Graduate
        Course and Curriculum Proposal from the Department of Social Work

    B. Proposal Number SOWK 10-1-13

    C. Revision of the Advanced Standing Master in Social Work (MSW) Program

II. CONTENT OF PROPOSALS

    A. PROPOSAL SUMMARY.
        THE DEPARTMENT **SUMMARY**. The Department of Social Work is proposing revisions to its Advanced Standing MSW program to align it with the Full Time and Extended Study MSW programs.

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

The UNC Charlotte MSW degree is fully accredited by the Council on Social Work Education, the national accrediting organization for social work education programs. The Department of Social Work offers the Master of Social Work degree through three programs. The **Full-Time Program** requires four semesters of course and field work beyond a bachelor's degree from an accredited college or university. The first practicum starts in the Fall semester of the first year and continues through Spring semester. The second practicum spans the Fall and Spring semesters of the second year.

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

The **Advanced Standing Program** is available for students with a Bachelor of Social Work (BSW), and consists of course and field work, spanning one calendar year of full-time study (Summer, Fall, and Spring semesters). Advanced Standing students begin in the Summer Session with courses that prepare them to register for same curriculum followed by the Full Time MSW Program is its second year of study.

In 2008, the Council on Social Work Education (CSWE) issued revised accreditation standards for all social work programs across the country. The previous standards had been in place since 2001. Many social work academicians have labeled the 2008 standards as "a paradigm shift." In brief, the change moves the field away from content-based standards to competency-based standards that reflect knowledge, skills, and values required for work in the field of social work.

The Department of Social Work received university approval for its revisions to course descriptions and objectives for the Full Time MSW program and the Extended Study MSW program. We are now seeking approval for the Advanced Standing MSW program. The Advanced Standing program will replace existing courses offered in Summer Session with courses that are taken by all Full Time and Extended Study students. Those courses have already been approved by the university. This will better align the Advanced Standing MSW program with the other programs offered by the Department. This will require some minor adjustments to current course schedules and course descriptions.

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

Students admitted to the Advanced Standing program must have earned a BSW degree from a Council on Social Work Education (CSWE) accredited program within the past five academic years and have a 3.5 GPA in the last four years of undergraduate study. *Admission to the Advanced Standing program assumes the student has prerequisite competencies in knowledge, skills, and values typically learned during the first year of a Full Time MSW program.* Consequently, most of the prerequisites and corequisites required of Full Time and Extended Study students are not required of Advanced Standing students; this is the case in Advanced Standing MSW programs across the country. We do not permit students from other departments to enroll in required classes in the Full Time or Extended Study MSW Programs because they have not taken the prerequisites and are not in a practicum placement at the same time. Likewise, we do not accept enrollment of students from other departments in the Advanced Standing MSW program. Our electives are open to others when there is space and upon instructor approval. The Advanced Standing Program is limited to 15 students per year.

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

Accredited MSW programs are required to have "foundation" courses. These are typically offered during the first year of full time MSW programs. In addition, MSW programs are required to offer "advanced" courses. These courses are typically offered during the second year of full time MSW programs (and on a delayed schedule for the UNC Charlotte Extended Study MSW program). Advanced courses help the student to develop more specialized practice and evaluation skills.

The course numbering for graduate-level work in our Department is listed as 6000 and 7000 level courses, with 7000 level courses taken closer to the end of the curriculum.

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

The proposed changes to the overall MSW curriculum allow the social work department to address each of the competencies and practice behaviors required by the CSWE. Faculty members created a curriculum map to examine where competencies and practice behaviors can be found. With the CSWE competencies and practice behaviors becoming explicit in the social work syllabi and coursework, students, field educators, and faculty members can easily match how competencies and practice behaviors are being addressed throughout the curriculum. Due to the salience of practice behaviors for CSWE accreditation, these behaviors serve as course objectives within all syllabi. The proposed change will align the Advanced Standing MSW Program with the standards already approved and in place for the Full Time and Extended Study MSW programs. Again, we need to bring the Advanced Standing Program into alignment with the Full Time and Advanced Study curricula, but the course revisions themselves were already approved for those programs.

In the MSW Full Time program at UNC Charlotte, we offer only foundation courses in the first semester. Three courses in the second semester are also foundation courses. We also offer two advanced courses in the second semester (SOWK 6212 Advanced Social Work Practice with Individuals and SOWK 6252 Mental Health Assessment). Advanced Standing students begin in the first Summer Session. During the Summer Session, Advanced Standing students will take the same two advanced courses (SOWK 6212 Advanced Social Work Practice with Individuals and SOWK 6252 Mental Health Assessment) that Full Time and Full Time students complete during a Spring semester. For Advanced Standing students, competencies in foundation courses are assumed so they are not required to take them.

Advanced Standing students have traditionally taken a research course in Summer Session. This will not change. Advanced Standing students will take SOWK 6232 Practice and Program Evaluation during Summer Session. This is a revision of the Social Work Research II course offered previously. This course is required of students in the Full Time and Advanced Standing programs but taken in the Spring semester. The course revision was already approved by the university for Full Time MSW students.

Advanced Standing students will also take SOWK 6242 Advocacy and Policy change in the Spring semester (their last semester). This course will be taken in place of an elective course. There are no prerequisites or corequisites for this course. This leaves Advanced Standing students with three elective options. One of the electives must be taken in the Department of Social Work. This differs from the Full Time and Extended Study students who have four elective options, with two required to be courses in the Department of Social Work. Substituting SOWK 6242 is justified in a number of ways. First, this is a course that build skills with changing policy, skills which are in increasing demand for social workers. Second, pedagogically speaking, its placement in the curriculum is not consequential for students and does not affect enrollment for any other course. Third, the skills learned in the SOWK 6242 course are believed to be important enough to be taken in the place of another elective choice. Fourth, taking SOWK 6242 also guarantees more consistency in professional knowledge, skills, and values across all MSW graduates; Full Time and Extended Study students are required to take the course.

SOWK 6343 Advanced Social Work Policy is being eliminated. Much of the material covered in the course was moved into SOWK 6242 Advocacy and Policy Change. The material covered and teaching methodology is more skills focused than theoretical, which reflects the change in standards for Social Work education by the Council on Social Work Education.

SOWK 6323 Advanced Interpersonal Practice is eliminated for the same reason. Material covered in the course is now covered in SOWK 6212 Advanced Practice with Individuals and SOWK 7125 Advanced Social Work Practice with Groups and Families, but is more skills-focused.

Note: No course objectives are changing. For a detailed discussion of course objectives under Council on Social Work Education requirements, please see Attachment 1.

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

No courses in the Advanced Standing MSW program have been taught previously as Special Topics courses.

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

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

Advanced Standing program MSW students admitted to the program in the first Summer Session of 2014 and thereafter will be served by this proposal. No student currently enrolled in the MSW Program will be impacted by this proposal.

2. What effect will this proposal have on existing courses and curricula?
   a. When and how often will added course(s) be taught?

Advanced Standing MSW students already take the same number of credits in the Summer Sessions. Historically, courses have been taught for 10 weeks over the course of Summer Session I and Summer Session II. This will continue. Advanced Standing students already take courses with students in the other programs. The proposed change will result in better alignment with Full Time and Extended Study curricula since, now, Advanced Standing students will take the same courses (except SOWK 6343 Advanced Social Work Practicum and Seminar, which introduces students to field work).

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

This proposal only impacts courses for students admitted to the Advanced Standing program. These courses are taught in Summer Sessions. There are no anticipated changes to any other course offerings in Summer Sessions or at any other time of the year.

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

A maximum of 15 students can enroll in the Advanced Standing MSW program. Courses added are replacing older courses that have been eliminated.

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

The MSW programs have always accommodated Advanced Standing students. There is no change in the number of students who will be admitted. Advanced Standing students will not compete for space in courses required of Full Time and Advanced Standing students. The Department keeps track of the number of MSW students taking courses in other departments and will continue to do so. If we see significant changes in the numbers we will address this with relevant departments.

> **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.)

Changes to the catalog copy of course descriptions are included in Attachment 3. The catalog copy of other departments and colleges will not be affected. We use track changes to show needed changes in the remaining part of catalog copy for the MSW Program
(Below this line is catalog copy with track changes. The insertions and deletions are included intentionally)

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 new personnel resources are required.

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

No additional space is needed.

> **C. EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

No special equipment or supplies is 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).

No additional computers or informational technology is needed.

E. **AUDIO-VISUAL**. If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

There are no requirements for additional audio-visual equipment.

F. **OTHER RESOURCES**. Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

None will be needed.

G. **SOURCE OF FUNDING**. Indicate source(s) of funding for new/additional resources required to support this proposal.

None is needed. We already budget for this program each year. We are just changing the content and curriculum plan.

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***).

Ms. Mendy Ozan was contacted via email to begin the library consultation. Subsequently, she determined that the library had adequate resources for all revised and new courses. A copy of the library consultation is included as Attachment 1.

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).

Since the MSW Program is fully autonomous, consultation with other departments or units was unnecessary. See item II.C.2.d for an explanation.

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.

Discussions around curriculum change started in 2010-11 at faculty retreats, Department meetings, and various committee meetings. The Department also contracted with a consultant who used to be an accreditation specialist for CSWE. The MSW Program Committee provided leadership for the process. The Committee frequently circulated draft proposals to the faculty and discussion occurred at Department meetings. From the beginning of the effort up to and including their last review, the Committee has worked using a consensus model of decision-making. There is consensus on this proposal.

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.

   The Library Consultation is provided as Attachment 1.

   2. COURSE OUTLINE/SYLLABUS: Course syllabi have already been approved for the FT and ES MSW programs; however, we did change prerequisites, corequisites, and Semester offered to reflect the revised Advanced Standing MSW program. Advanced Standing MSW students will take the same courses in the same sequence and at the same time as FT MSW and Extended Study students. Course descriptions were changed to indicate that Advanced Standing students are exempt from prerequisites and corequisites. All course syllabi are provided so the entirety of the Advanced Standing program can be assessed.

ATTACHMENT 1: Library Consultation

J. Murrey Atkins Library

Consultation on Library Holdings

To: Dr. Bob Herman-Smith, MSW Program Director

From: Mendy Ozan

Date: October 3, 2013

Subject: MSW Curriculum Revisions: Advanced Standing MSW

Summary of Librarian's Evaluation of Holdings:

Evaluator: _Mendy Ozan_____ **Date:** _October 3, 2013_____

Please Check One:
    Holdings are superior   _____
    Holdings are adequate   **XXX**
    Holdings are adequate only if Dept. purchases additional items._____
    Holdings are inadequate   _____

Comments:
Library holdings are adequate for the curriculum changes proposed for the MSW program. Any new courses that will be introduced as part of the Advanced Standing MSW should also be evaluated to ensure adequate resources.

The library has access to a number of relevant electronic resources including Social Work Abstracts, Social Services Abstracts, JSTOR, Project Muse, Sociological Abstracts, Sage Journals Online, PsycInfo, ScienceDirect, and Academic Search Complete.

Overall, Atkins Library has adequate resources to support the proposed curriculum changes. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan. I would suggest buying monographs as funds permit to keep the collection current. +

_Mendy Ozan_____ _____
Evaluator's Signature

_October 3, 2013_____ _____
Date

ATTACHMENT 2 Syllabi

A Note about Course Objectives

We adopted an approach to course objectives that links course objectives to the Council on Social Work Education (CSWE) accreditation standards. According to CSWE, students must master 10 core competencies by the time they graduate. "Under" each core competency is nested several "practice behaviors" – 41 in all. The primary reason for using practice behaviors as course objectives is that we are required by the CSWE to assess students' practice behaviors twice during the MSW Program – once in practicum and once in classes. For classes devoted to teaching advanced practice (i.e., our concentration courses), the practice behaviors still serve as course objectives, but are modified to reflect "advanced practice behaviors." Most of the classes in the first year are considered "foundation" classes and they teach generalist social work practice, while second year courses are considered "concentration" classes and teach advanced social work practice.

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

Educational Policy 2.1.3

Apply critical thinking to inform and communicate professional judgments.

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

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

"Infused" Competencies. There are four competencies that we want reflected in all of our courses. The competency itself will be included in the list of course objectives for all courses. The specific teaching of the knowledge, skills, and attitudes associated with each competency differs from one class to the next because the primary purpose of each class is different. They are the following:

2.1.1—Identify as a professional social worker and conduct oneself accordingly.
2.1.2—Apply social work ethical principles to guide professional practice.
2.1.3—Apply critical thinking to inform and communicate professional judgments.
2.1.4—Engage diversity and difference in practice.

This style of presentation can make it appear as if there is redundancy across several courses, but there is not. As we planned the new curriculum, the introduction of a competency is to occur in one or two specific courses, in-depth treatment of each competency and associated practice behaviors is assigned to one or two other courses, and the reinforcement of the competency occurs in all other courses.. Those differences are not reflected in the course objectives but are explained in the Department's master syllabi that are given to new faculty and adjuncts.

Another **major aspect of our approach to course objectives** comes from the Department's experience with prior accreditations, self-studies and site visits. The accrediting body asks that course syllabi, and course objectives specifically, show their linkage to accreditation standards. We elected to include the number of the specific accreditation standard in parentheses at the end of every course objective. This is a simple way to make it easy to see the connection between course objectives and the competencies included in the accreditation standards.

 "Advanced Practice Behaviors." We use our advanced practice behaviors as the course objectives in our concentration courses where advanced practice is taught. Quoting directly from our accreditation standards, "Advanced practice incorporates all of the core competencies *augmented* [emphasis added] by knowledge and practice behaviors specific to a concentration." For the concentration, therefore, we have the same ten competencies and we developed 32 advanced practice behaviors. The advanced practice behaviors are similar to the foundational practice behaviors but they are more specialized in that they focus on vulnerable populations, micro, or macro practice.

Elective Courses. Since, by definition, an elective is not taken by all students, it plays a different role in the curriculum. There might be some elective course objectives that are advanced practice behaviors but they are likely to be in the minority. We will not assess advanced practice behaviors in electives. We will include our four "infused competencies" in the course objectives for electives.

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.

    _X___ There are prerequisites for this course. these are already approved for the FT and ES MSW programs

    __X__ There are corequisites for this course. these are already approved for the FT and ES MSW programs

    ____ This course is repeatable for credit.

    ____ This course will increase/decrease the number of credits hours currently offered by its program.

    __X__ 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: Does this course or curricular change require a change in SLOs or assessment for the degree program?

☐ Yes. If yes, please detail below.

☐ xxxxxNo.

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?

<mark>xxxxxYes. Briefly explain below</mark>.

☐ No. Briefly explain below.

The Department of Social Work participates in the buyback program. Textbooks are generally adopted for 3 years.

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
Department of Social Work

Note to Instructor: This document lists all the components required by the College of Health and Human Services and the Department of Social Work for course syllabi. Keep all headings in **bold** font and complete them with course relevant information; however, if an item has an asterisk (*), *you cannot change the wording of that item*.

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

Credits, Days/Time, Location: *3 Graduate Credits (Insert Meeting Time and Location)

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

Catalog Description: Introduces the theories of human behavior and models of social work intervention necessary to engage all levels of clients systems. Also introduces the skills necessary to identify, analyze, and implement evidence-based interventions to achieve client goals.(Fall)* ~~Co-requisites: SOWK 6151, 6441~~

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

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

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

1. Advocate for client access to the services of social work (2.1.1)
2. Practice personal reflection and self-correction to assure continual professional development (2.1.1)
3. Attend to professional roles and boundaries (2.1.1)
4. Demonstrate professional demeanor in behavior, appearance, and communication (2.1.1)
5. Engage in career-long learning (2.1.1)
6. Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2)
7. 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 (2.1.2)
8. Tolerate ambiguity in resolving ethical conflicts (2.1.2)
9. Apply strategies of ethical reasoning to arrive at principles decisions (2.1.2)
10. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3)
11. View themselves as learners and engage those with whom they work as informants (2.1.4)
12. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation (2.1.7)
13. Critique and apply knowledge to understand person and environment (2.1.7)
14. Analyze, formulate, and advocate for policies that advance social well-being (2.1.8)
15. Collaborate with colleagues and clients for effective policy action (2.1.8)
16. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (2.1.9)
17. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities (2.1.10a)
18. Use empathy and other interpersonal skills (2.1.10a)
19. Develop a mutually agreed-on focus of work and desired outcomes (2.1.10a)
20. Collect, organize, and interpret client data (2.1.10b)
21. Assess client strengths and limitations (2.1.10b)
22. Develop mutually agreed-on intervention goals and objectives 2.1.10b)
23. Select appropriate intervention strategies (2.1.10b)
24. Initiate actions to achieve organizational goals (2.1.10c)
25. Implement prevention interventions that enhance client capacities (2.1.10c)
26. Help clients resolve problems (2.1.10c)
27. Negotiate, mediate, and advocate for clients (2.1.10c)
28. Facilitate transitions and endings (2.1.10c)

Course Policies: (insert your own information; some examples include the following)

Class Attendance
Missed Materials
Cell phones, Beepers
Policy Regarding Assignments, Late Projects
Extra Credit
General MSW Course Performance Expectations
Course Evaluation

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

Teaching Strategies: (insert your own information)

Required Texts: (insert your own information)
Note: Recommend using APA formatting to list the text(s) that will be utilized in the course and/or list articles for students to obtain. To reduce costs, the University strongly encourages

faculty to order textbooks by Oct. 15 for spring semester and March 15 for fall and summer semesters so that the bookstore can purchase textbooks in bulk. Faculty is encouraged to reuse the same edition textbook if possible for 2 – 3 years so that students can resell textbooks and purchase used textbooks.

Evaluation Methods: (insert your own assignments and weigh their importance as you wish, but in this course, one assignment *must* be the Embedded Measure as explained below)

Psychosocial assessment	25%
Self-reflection modules (Blog entries)	25%
Triads Personal Reflection Paper	25% (embedded measure)
Group Presentation/Paper on specific population	25%
Total	100%

*Grade Scale:

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

Topical/Unit Outline:

Outline/schedule of course can go here

Assignments:

<mark>Note to Instructors. Please read!</mark>

EPAS Embedded Measure: This course contains an embedded measure. Embedded measures are classroom assignments that offer insight into student mastery of a given competency's practice behaviors. (Refer to the Council on Social Work Education's Educational Policy and Accreditation Standards [EPAS].) You will be asked to report performance on this assignment to the MSW Coordinator by the end of the semester. Reporting instructions will be provided separately. The Embedded Measure for this course relates to ***EPAS 2.1.1 Identify as a professional social worker and conduct oneself accordingly***

> b. ***practice personal reflection and self-correction to assure continual professional development;***
> c. ***attend to professional roles and boundaries.***

Student Learning Objective (SLO): This course also contains a Direct measure of an SLO. The Southern Association of Colleges and School (SACS), the University's accrediting body, requires SLO's as measures of student progress toward program-defined goals. The SLO for this course is: ***MSW students will practice personal reflection to engage in career long learning.***

Note: In <u>this</u> course, it has been determined that the EPAS Embedded Measure and the SLO direct measure can be the same assignment. Again, you will be asked to report performance on this assignment to the MSW Coordinator by the end of the semester. Reporting instructions for the SLO will be provided separately.

The Embedded Measure/SLO assignment for this course is provided below. **The assignment below must be included as part of the course and it cannot be changed.** You can place this assignment into the syllabus where it makes sense for you to place it. There will be less student confusion if you delete these instructions before you give the syllabus to your students.

*Triads Personal Reflection Paper

Submit a short paper (in APA format) that includes:
   a. A brief summary of your triad's content and process;
   b. Reflections about your experiences in your role (counselor, client, or observer), including your personal comfort and any other insights about the process;
   c. A self-evaluation of your performance as the counselor, including the identification of three strengths, two missed opportunities, requests for specific instructor feedback, and a plan for continued development based on your self-assessment.
The instructor will provide more details about this assignment.

*UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

NOTE: <u>ALL</u> University policies below must be inserted into your syllabi. The credit course load for this course has been calculated for you and should not be changed.

University Policies:

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

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

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

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

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

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

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

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

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

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

Note to Instructor: This document lists all the components required by the College of Health and Human Services and the Department of Social Work for course syllabi. Keep all headings in **bold** font and complete them with course relevant information; however, if an item has an asterisk (*), _you cannot change the wording of that item_.

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

Credits, Days/Time, Location: *3 Graduate Credits (Insert Meeting Time and Location)

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

*Catalog Description: 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).* ~~Co-requisites: SOWK 6141~~

*Course Rationale: SOWK 6131 is designed to provide MSW students with an understanding of social science research methods and their relevance to social work. Students will further develop their critical thinking skills particularly to inform and communicate professional judgments. The course will cover ways of knowing and sources of knowledge and will introduce students to scientific theory, perspectives, and paradigms.

The logic, ethics, and steps in conducting social science are explained. These steps will include: problem formulation, measurement, sampling, survey research, secondary data analysis, field research, experiments, single-system designs, and analysis using both qualitative and quantitative methods from various perspectives and paradigms.

Finally, students will use practice experience to inform scientific inquiry and will use research evidence to inform practice. Effective oral and written communication will be stressed. Overall, students are prepared in this course to become competent as both *critical consumers* of research and *producers* of applied research.

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2)

3. 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 (2.1.2)
4. Tolerate ambiguity in resolving ethical conflicts (2.1.2)
5. Apply strategies of ethical reasoning to arrive at principles decisions (2.1.2)
6. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (2.1.3)
7. Analyze models of assessment, prevention, intervention, and evaluation (2.1.3)
8. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3)
9. Engage diversity and difference in practice (2.1.4)
10. Use practice experience to inform scientific inquiry (2.1.6)
11. Use research evidence to inform practice (2.1.6)
12. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (2.1.9)
13. Collect, organize, and interpret client data (2.1.10b)

Course Policies:

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

Students who are tardy for class or leave before class has ended will be considered absent for roll-keeping purposes. If you arrive late or leave early and would like your absence changed to a tardy, you must see the professor at the end of that day's class to make the correction; otherwise, the recording of an absence will remain permanent. Students who are tardy or who leave class early will receive one-half an absence for that day.

Moodle Course Website*:* Power point presentations and handouts will be posted on the course website (through Moodle) for student access. Students are expected to check this course on Moodle regularly (several times per week) for important notices, scheduling changes, or any other course revisions as well as for the APA exercises.

Library Class Web Page: The Class Web Page includes direct access to electronic databases, sources of health statistics, and policy resources to complement course assignments can be accessed through the Atkins Library Homepage (http://library.uncc.edu/).

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

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

Some websites which are NOT to be used:
1. http://www.wikipedia.org/ This website contains non-peer reviewed information that has not been assessed for accuracy – therefore it is an unreliable source.
2. Websites that do not contain authors, contact information, etc.

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

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

Required Texts:

Monette, D. R., Sullivan, T. J., & DeJong, C. R. (2011). *Applied social research: A tool for the human services* (8th ed.). Belmont, CA: Brooks/Cole. [ISBN - 13: 978-0-8400-3205-8]
American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. [ISBN - 13: 978-1-4338-0561-5]

Evaluation Methods:
There are 100 possible points awarded in this course. All students are expected to attend class prepared to participate (See Attendance Policy). The distribution for course assignments is: (Note: Insert your own assignments and weigh their importance as you wish, but in this course, two assignments *must* be the Embedded Measures as explained below)

4 APA Exercises	5 points each: 4x5 = 20 points
4 Exams	12 points each: 4x12 = 48 points
1 Article Critique	10 points (this is an embedded measure and must be included)
1 Research Framework	22 points (this is an embedded measure and must be included)
TOTAL	100 points

*Grade Scale:

A = 90-100%
B = 80-89%

C = 70-79%
U = ><70%

Topical/Unit Outline:

Module 1 – Research in the Human Services
- ➢ General Introduction
- ➢ Course Introduction and Overview
- ➢ The Value of Research for the Social Work Practitioner
- ➢ Student Factors Affecting Performance in an MSW Research & Statistics Course
- ➢ Preparing for Two Research Roles: Consumer and Producer

Module 2 – Logic of Social Research
- ➢ Critical Thinking for Social Workers
- ➢ Goals of Research & Applications of Research
- ➢ Research and Practice
- ➢ Scientific Inquiry
- ➢ Ways of Knowing and Sources of Knowledge
- ➢ Theories in Research and Practice
- ➢ Concepts and Hypotheses
- ➢ Perspectives on Science – Deduction, Induction, Types of Explanation, Paradigms in Science

Module 3 – Ethics in Social Research
- ➢ Considerations in Selecting the Research Problem
- ➢ Ethical and Political Issues in Social Work Research
- ➢ The Need for Ethical Standards
- ➢ NASW Code of Ethics
- ➢ *Video: The Tuskegee Experiments*

Module 4 – Problem Formulation
- ➢ Selecting a Research Problem
- ➢ Importance and Role of Existing Literature and Literature Review
- ➢ Feasibility of a Research Project

Module 5 – Measurement
- ➢ Measurement
- ➢ Ways of Measuring
- ➢ Levels of Measuring – Nominal, Ordinal, Interval, Ratio, Discrete v. Continuous
- ➢ Evaluating Measures – Reliability and Validity
- ➢ Measurement Errors

Module 6 – Sampling
- ➢ Sampling
- ➢ Sampling Terminology
- ➢ Probability Samples

➢ Nonprobability Samples
➢ Representativeness and Generalizability

Module 7 – Survey Research
➢ Survey Research
➢ Designing Questions
➢ Questionnaires
➢ Interviews
➢ Focus Groups

Module 8 – Analysis of Available Data and Scaling
➢ Analysis of Available Data
➢ Content Analysis
➢ Scales
➢ Validity and Reliability
➢ Scaling Formats
➢ Response Bias

Module 9 – Field Research and Qualitative Methods
➢ Field Research
➢ Qualitative Methods
➢ Issues in Observational and Field Research
➢ Assessment of Field Techniques and Qualitative Research
➢ Qualitative Analysis

Module 10 – Experimental Research
➢ Experimental Research
➢ Experimental Designs
➢ Threats to Internal and External Validity
➢ Assessment of Experiments

Module 11 – Single-System Design
➢ Single-System Design
➢ The Clinical Research Model and Process
➢ Generalizability and Assessment of Single System Design

Module 12 – Data Preparation and Presentation
➢ Data Analysis
➢ Data Preparation and Processing
➢ Data Entry and Cleaning
➢ Data Distributions
➢ Displays of Data

Module 13 – Descriptive and Inferential Statistics
➢ Descriptive Statistics
➢ Central Tendency, Dispersion, Association

- ➢ Normal Distribution
- ➢ Inferential Statistics
- ➢ Probability Theory

Thanksgiving Break

Module 14 – Evaluation Research
- ➢ Evaluation Research
- ➢ Formative Evaluation Research
- ➢ Summative Evaluation Research
- ➢ Barriers to Evaluation Research

Module 15 – Writing for Research: Grant Proposals and Report Writing
- ➢ Grants and Research Reports
- ➢ The Grant Funding Process
- ➢ Grant Proposals
- ➢ Research Reports

Reading Day

FINAL EXAM (4th Exam: Not cumulative)

Assignments:

Note to Instructors. Please read!

EPAS Embedded Measure: This course contains two embedded measures. Embedded measures are classroom assignments that offer insight into student mastery of a given competency's practice behaviors. (Refer to the Council on Social Work Education's Educational Policy and Accreditation Standards [EPAS].) You will be asked to report performance on this assignment to the MSW Coordinator by the end of the semester. Reporting instructions will be provided separately. The Embedded Measures for this course relate to:
1) *EPAS 2.1.3 Apply critical thinking to inform and communicate professional judgments:*
   a. *distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom*.
2) *EPAS 2.1.6 Engage in research-informed practice and practice-informed research*
   a. *use practice experience to inform scientific inquiry;*
   b. *use research evidence to inform practice.*.

The Embedded Measures relating to the practice behaviors for this course are provided below. **Both assignments below must be included as part of the course; they cannot be changed.** You can place this assignment into the syllabus where it makes sense for you to place it. There will be less student confusion if you delete these instructions before you give the syllabus to your students.
EPAS 2.1.3 a

*Research Article Critique – Students will learn how to evaluate and critique empirical work with respect to problem formulation, sampling, research design, measurement and data collection, data analysis, ethics, and conclusions, using a peer-reviewed, empirical article of their choice.

EPAS 2.1.6 a & b
*Research Framework Paper – This paper has MSW students assess the state of empirically derived knowledge on a topic of their choice using at least two peer-reviewed, empirical classic studies and at least three peer-reviewed, empirical current studies. This assignment mirrors the literature review portion of social work journal articles with a more extensive and critical analysis of the methods presented in the scholarly literature.

Other possible assignments:

APA Exercises – Four, open-book, APA exercises will be given in this course. These quizzes are to be completed with consultation of your text – but not your colleagues. The deadlines for these exercises are posted in our course outline. Students may complete these assignments on Moodle any time prior to noon on the designated Friday. After that noon, the exercise will be locked from additional student participation.

Exams – Four, closed-book, in-class exams will be given in this course. They are a combination of multiple choice, short answer, and students' choice of two (out of three) longer answer questions. As APA content is evaluated using the quizzes, APA will not be covered on the exams. The fourth exam is not cumulative.

*UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

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

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plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: http://www.legal.uncc.edu/policies/ps-105.html.

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

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

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

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

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

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

Note to Instructor: This document lists all the components required by the College of Health and Human Services and the Department of Social Work for course syllabi. Keep all headings in **bold** font and complete them with course relevant information; however, if an item has an asterisk (*), *you cannot change the wording of that item*.

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

Credits, Days/Time, Location: *3 Graduate Credits (Insert Meeting Time and Location)

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

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

*Course Rationale: This course is taken during the first semester of the MSW program. It provides an introduction to the history of the profession, social work values, professional identity, and the developing of critical thinking in social work practice. Practitioner comportment, communication, boundaries, and professional development are explored. The NASW Code of Ethics and the Department's Professional Standards for social work education are integrated into introductory professional practice concepts.

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

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

1. Practice self-reflection and correction to assure continued professional development (2.1.1)
2. Attend to professional roles and boundaries (2.1.1)
3. Demonstrate professional demeanor in behavior, appearance and communication (2.1.1)
4. Engage in career-long learning (2.1.1)
5. Use supervision and consultation (2.1.1)
6. Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2)
7. 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 (2.1.2)

8. Tolerate ambiguity in resolving ethical conflicts (2.1.2)
9. Apply strategies of ethical reasoning to arrive at principles decisions (2.1.2)
10. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3)
11. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (2.1.4)
12. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (2.1.4)
13. Recognize and communicate their understanding of the importance of difference in shaping life experiences (2.1.4)
14. View themselves as learners and engage those with whom they work as informants (2.1.4)
15. Understand the forms and mechanisms of oppression and discrimination (2.1.5)

Course Policies:

Professionalism: Attendance Policy
Class attendance and punctuality are evidence of professionalism. You are expected to arrive on time and remain for the entirety of the class. You will be allowed up to two absences without penalty. Other absences require an explanation of the need justifying the absence. If you know you are going to miss a class, please email or call the instructor in advance. 2 points will be deducted from the final course grade for each unexcused absence. Being consistently tardy for class will also be considered when assigning an overall grade point total. Tardies are equivalent to one-half an absence for points recording purposes.

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

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

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

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

3. Students are expected to contact me about course material, class participation, or readings and homework assignments if there are questions or problems. I can be contacted by phone or email and am available to meet with students at a time convenient for both the instructor and student.

4. Cell phones and laptops are a distraction in class and should be turned off before class

begins. Laptops will be allowed only if students are using them to take notes in class.

<u>Professionalism: Classroom Norms (Ground Rules):</u>

Use "I" statements – Speak for yourself. If you have questions, ask; if you don't understand
something, seek clarification; if you are uncomfortable, express your concerns but try to
investigate the source of your discomfort. Risk opening yourself to new perspectives.
Listen for understanding – Try to listen from a perspective of sympathy and empathy. Try to
understand rather than refute.

Be open to a different viewpoint. You will hear many opinions, comments and reactions. Be
open to a safe environment. Everyone should feel safe to share themselves in an atmosphere of
mutual understanding and non-judgment.
We are all bringing unique experiences to the class sessions. Let's value those experiences.
Keep confidentiality. Ideas and learning are to be taken and shared.

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

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.

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

Teaching Strategies: Teaching methods may include a combination of lectures and audiovisual
presentations by faculty, guest speakers, critical thinking exercises, case studies, and group/team
collaboration.

Required Texts and Other Readings:

Segal, E. A. (2013). *Social welfare policy and social programs: A values perspective* (3rd ed.).
        Belmont, CA: Brooks/Cole.
National Association of Social Workers (2008). Code of ethics of the National Association of
        Social Workers. Washington, DC: Author.

Evaluation Methods:

Family of Origin Personal Reflection Paper	20%
Midterm Exam	20%
Policy Analysis Paper	20%
Social Problems and Vulnerable Populations	20%
Class Exercises	10%
Attendance and participation in class discussions	10%
	100%

*Grade Scale:

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

Topical/Unit Outline:

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Week 7:

Week 8:   No Class. Fall Break.

Week 9:

Week 10:

Week 11:

Week 12:

Week 13:

Week 14:

Week 15:

Week 16:

Final Exam:

Assignments:

EPAS Embedded Measures: This course contains two embedded measures. Embedded measures are classroom assignments that offer insight into student mastery of a given competency's practice behaviors. (Refer to the Council on Social Work Education's Educational Policy and Accreditation Standards [EPAS].) You will be asked to report performance on this assignment to the MSW Coordinator by the end of the semester. Reporting instructions will be provided separately.

Embedded Measure 1 for this course relates to:
EPAS 2.1.5 Advance human rights and social and economic justice
    a. *understand the forms and mechanisms of oppression and discrimination*
Embedded Measure 2 for this course relates to:
EPAS 2.1.9 Respond to contexts that shape practice

    a. *continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.*

Student Learning Objective (SLO): This course also contains two Direct measures of an SLO. The Southern Association of Colleges and School (SACS), the University's accrediting body, requires SLO's as measures of student progress toward program-defined goals. The SLO's for this course are:
SLO 4 – ***MSW students appraise the impact of a social problem on vulnerable populations.***
SLO 5 – ***MSW students will be able to analyze social policies***

Note: In this course, it has been determined that the EPAS Embedded Measure 1 and the SLO direct measure 4 can be the same assignment. It has also been determined that the EPAS Embedded Measure 2 in this course and the SLO direct measure 5 can be the same assignment. Again, you will be asked to report performance on this assignment to the MSW Coordinator by the end of the semester. Reporting instructions for the SLO will be provided separately.

The Embedded Measure/SLO assignment for this course is provided below. **The assignment below must be included as part of the course and it cannot be changed.** You can place this assignment into the syllabus where it makes sense for you to place it. There will be less student confusion for students if you delete these instructions before you give the syllabus to them.

*Social Problems and Vulnerable Populations
Write a paper that analyzes and discusses a social problem in terms of how a vulnerable population of interest is affected.

This assignment cannot be changed, but you can place this assignment into the syllabus where it makes sense for you to place it.

*Policy Analysis Paper

Analyze a social problem by critically reflecting on the social welfare policies designed to address the problem.

This assignment cannot be changed, but you can place this assignment into the syllabus where it makes sense for you to place it.

Other Assignments

*UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

NOTE: <u>ALL</u> University policies below must be inserted into your syllabi. The credit course load for this course has been calculated for you and should not be changed.

University Policies:

<u>Code of Student Responsibility</u>:
"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

<u>Academic Integrity</u>:
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.

<u>Course Credit Workload</u>:

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

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

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

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

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

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

Optional Bibliography/Reading List:

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

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

Note to Instructor: This document lists all the components required by the College of Health and Human Services and the Department of Social Work for course syllabi. Keep all headings in **bold** font and complete them with course relevant information; however, if an item has an asterisk (*), *you cannot change the wording of that item*.

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

Credits, Days/Time, Location: *3 Graduate Credits (Insert Meeting Time and Location)

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

*Catalog Description - 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)*Co-requisites: SOWK 6121, 6441

*Course Description: The purpose of **Social Work, Social Justice, & Diversity** is to prepare students to respond to social work's professional obligations to counter discrimination and oppression and to practice effectively with marginalized groups and those from differing cultures and life experiences. The course assumes that competent social work practice requires an understanding of dominant and non-dominant cultural structures and client differences. It underscores the personal and professional use of self within various cultural contexts and among varying client populations. The course recognizes the importance of applying social justice approaches and cultural humility to various aspects of practice on all levels including assessment, planning, research, intervention, and evaluation.

This course prepares students to recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create privilege and power. It examines the connection between social justice, privilege, and oppression to the life experiences of different groups, specifically identifying the ways that discrimination and oppression limit the life opportunities of marginalized groups. It requires students to identify the factors that result in inclusion/exclusion, power, inequality, privilege, and oppression and to identify and analyze the impact of these factors on service delivery, social policies, institutions, and social systems.

The course further prepares students to recognize the role and importance of difference in shaping life experiences in their own lives and in the lives of those whom they will engage through their social work practice. It requires students to understand how [age, class, color, culture, disability, ethnicity, gender, gender identity/expression, immigration status, country of origin, political ideology, race, religion, sex, and sexual orientation] may shape client experiences and practice with clients. It requires students to examine internalized attitudes and

roles toward diverse and vulnerable populations and examine the relationship of personal values in light of the NASW Code of Ethics. The course assumes that competent practice requires social workers to examine the personal and professional use of self, recognize and manage biases, and engage individuals or groups different from self.

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

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

1. Practice personal reflection and self-correction to assure continued professional development (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3)
4. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (2.1.4)
5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (2.1.4)
6. Recognize and communicate their understanding of the importance of difference in shaping life experiences (2.1.4)
7. View themselves as learners and engage those with whom they work as informants (2.1.4)
8. Understand the forms and mechanisms of oppression and discrimination (2.1.5)
9. Advocate for human rights and social and economic justice (2.1.5)
10. Engage in practices that advance social and economic justice (2.1.5)

Course Policies: (insert your own information; some examples include the following)

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

ORAL & WRITTEN COMMUNICATION SKILLS – This is a graduate course in a professional program of study for which competency in oral and written communication is expected. Clear oral statements and contributions demonstrating respect for others will be the norm. Written communication using correct spelling and grammar, paper organizational skills,

and correct paragraph and sentence structure is expected and these factors are included in grading criteria for assignments. Students are expected to seek assistance outside of class if

PROFESSIONALISM – In preparation for professional social work practice, students will be expected to attend class and be prepared to participate in classroom discussion and exercises. Participation that exemplifies professionalism will include the following:
- Punctuality;
- Thoughtful preparation for each class period;
- Regular contributions to class discussion and exercises;
- Respect for diversity (see p. 5 of this document);
- Respect for others in open and private dialogue;
- Openness to learning from others;
- Not disturbing others (through cell phones, texting, laptop use, etc.);
- Completion of assignments on time;
- Critical Thinking.

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

ATTENDANCE & PARTICIPATION – Because of the importance of learning from each other, students are expected to attend all class sessions having read the required readings listed on the course outline for that session, so that they can participate effectively in classroom discussions and exercises. Effective classroom participation will reflect students' own professional experiences, assigned readings, and critical thinking. Students are allowed one absence without penalty, all subsequent absences that are not due to extenuating and unforeseen circumstances will result in a one point (1) deduction from the final grade. Students are allowed one tardy without penalty. Subsequent tardies that are not due to extenuating and unforeseen circumstances will result in a half point (.5) deduction from the final grade.

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

AFFIRMING DIVERSITY – In addition to the requirements of the university policy, the instructor expects all students to adhere to the diversity components of the NASW Code of Ethics. In social work education, variations in human development, perspectives, and behaviors related to race, ethnicity, gender, sexual orientation, religion, age, and disability are important considerations in social policy analysis. Discussions of such variations in this course will highlight the differential impact of social work practice and the role of social work in shaping practices, policies, and programs that affirm diversity and challenge the oppression of various

groups. Because of the importance of diversity in this class and in the social work profession and because attending to issues of diversity is often a sensitive undertaking, the following course ground rules[1] will be observed:

1. We acknowledge that social inequalities and oppression exist.
2. We acknowledge that we have all been systematically exposed to misinformation about groups to which we and others belong.
3. We cannot be blamed for misinformation we have learned, but we must take responsibility for repeating it after we have learned otherwise.
4. We will not blame those who have been oppressed for their oppression.
5. We will assume that people are doing the best they can.
6. We will actively pursue information about our own groups and those of others, share it with classmates, and translate this knowledge into professional behavior.
7. We will not demean, devalue, or in any way "put down" people for their experiences, perceptions, questions, or comments.
8. We will respect the confidentiality of classroom discussions about specific individuals, groups, communities, or organizations that could be identified in any way. This includes information that classroom colleagues share about themselves.

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

Required Texts:

Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H. W., Peters, M. L., & Zuniga, X. (2010). *Readings for diversity and social justice* (2nd ed.)*. New York: Routledge.

Students must choose one (1) of the following books:

Kidd, S.M. (2002). *The secret life of bees*. New York: Penguin Books.
Tyson, T. B. (2004). *Blood done sign my name*. New York: Crown Publishers.

Evaluation Methods:

Class discussion and participation	10
Integrated Learning Journal	20
Self-Awareness (5)	
Community Meeting (5)	
Reflection on *Oppression* (5)	
Open Reflection & Course Summary (5)	
Racial Identity Paper	20
Critical Book Review	20
Diversity/Social Justice Workshop & Presentation	30
TOTAL:	**100**

*Grade Scale:

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

Topic/Unit Outline:

Class Period	Topic
1	Course Introduction • Syllabus Review • Why social justice and diversity? • Social Determinants of Health & Well-being • Disparities in Health & Well-being
2	Cultural Competence & Cultural Humility • Critical perspectives on cultural competence • Ongoing assessment of cultural humility
3	Experiences of Difference • Social Construction of difference • Intersectionality • Models of Identity Development *Journal Entry 1 Due*
4	Experiences of Difference, Privilege, & Oppression • Definition of Privilege and Oppression • Types of Privilege • How we respond to our own privilege and oppression
5	Systems of Privilege & Oppression • Racism • Local, National, & Global Contexts • Impact of privilege & oppression on individuals, families, and communities *Journal Entry 2 Due*
6	Systems of Privilege & Oppression • Classism • Local, National, & Global Contexts • Impact of privilege & oppression on individuals, families, and communities *Racial Identity Paper Due*
7	Systems of Privilege & Oppression • Sexism • Heterosexism • Local, National, & Global Contexts • Impact of privilege & oppression on individuals, families, and communities
8	Systems of Privilege & Oppression • Religious Oppression • Ageism/Adultism • Local, National, & Global Contexts

	• Impact of privilege & oppression on individuals, families, and communities *Journal Entry 3 Due*
9	Systems of Privilege & Oppression • Ableism • Local, National, & Global Contexts • Internalizing privilege & oppression
10	Systems of Privilege & Oppression • Intersectionality • Hierarchy of Oppressions? • Vertical, Horizontal, and Internal Dynamics of Privilege and Oppression
11	Strategies to Honor Difference & Confront Discrimination and Oppression • Action Continuum • Spheres of Influence
12	Strategies to Honor Difference & Confront Discrimination and Oppression • Allies and/or Advocates? • Becoming and acting as an Ally *Critical Book Review Due*
13	Strategies to Honor Difference & Confront Discrimination and Oppression • Action Planning • Transforming social work practice with individuals, families, communities, and societies
14	*Social Justice & Diversity Workshop Presentations Due*
15	*Social Justice & Diversity Workshop Presentations Due*
16	Course Wrap-up & Conclusion *Journal Entry 4 Due*

Assignments:

Note to Instructors. Please read!

EPAS Embedded Measure: This course contains an embedded measure. Embedded measures are classroom assignments that offer insight into student mastery of a given competency's practice behaviors. (Refer to the Council on Social Work Education's Educational Policy and Accreditation Standards [EPAS].) You will be asked to report performance on this assignment to the MSW Coordinator by the end of the semester. Reporting instructions will be provided separately. The Embedded Measure for this course relates to *EPAS 2.1.4 Engage diversity and difference in practice*
> *b. gain sufficient self-awareness to eliminate the influence of personal biases and values in work with diverse groups;*
> *c. recognize and communicate their understanding of the importance of difference in shaping life experiences.*

The Embedded Measure/SLO assignment for this course is provided below. **The assignment below must be included as part of the course and it cannot be changed.** You can place this

assignment into the syllabus where it makes sense for you to place it. There will be less student confusion if you delete these instructions before you give the syllabus to your students.

*Racial Identity Paper
This assignment is designed to help students increase their own self-awareness within the theoretical framework of racial identity development and explore how this framework might affect their professional practice. Each student will write a 4-5 page paper about their own racial identity development drawing on readings, lecture, and her/his own personal experiences.

ASSIGNMENT: Integrated Learning Journal
The purpose of this assignment is to integrate the content of the course, current field experience, and your developing identity as a social work practitioner; to enhance critical thinking skills; and to develop writing and communication skills. As a semester long project, you are required to keep a reflexive journal in which you record your thoughts, comments, feelings, learning, and reflections in response to the specific journal assignment and applicable course content (readings as well as class exercises, discussions, and interactions). The journal entries should include significant aspects of the learning process, anecdotes, and/or impressions that identify new self awareness and professional growth. The journal entries should reflect questions raised about your own assumptions, biases, and prejudices and should deepen your thinking. Journal entries will be evaluated on the basis of thoughtful reflection, not on the basis of your particular perspectives.

Students must complete 4 journal entries (worth 5 points each) during the course of the semester. Each entry should be 2-3 double-spaced pages, excluding reference pages (if needed), and follow APA guidelines. The assignment should have one-inch margins and 12 point font.

Journal Entry 1:   Self-Awareness Journal
Reflect on who you are as a person as it relates to dimensions of difference – gender, race, age, ethnicity, sexual orientation, religion, class, and disability. With this reflection in mind, write your entry on the following areas: 1) When did you first notice you were different in any way (or if you've never felt different); 2) What did the difference feel like? 3) Give one or two examples of incidents in which you felt you were treated unfairly because of one of your characteristics; 4) Give one or two examples of incidents in which you treated someone else unfairly because of her/his characteristics; 5) Discuss how you believe your characteristics will impact your professional work? You should utilize course reading, readings outside the course, and material from class discussion in your reflection.

Journal Entry 2:   Community Meeting
Attend a community meeting of a group to which you do not belong. For example, if you identify as Christian, you could attend a Hindu temple or Jewish synagogue; if you identify as heterosexual, you could attend an event at the Lesbian & Gay Community Center; or you could attend a concert, neighborhood, or other meeting where you are different than the majority of the attendees. It is essential that the backgrounds of the participants at this event be significantly different from your own background and that you go alone. In your entry, complete the following: 1) Describe the meeting, including the purpose, audience, setting, and elements of difference; 2) Analyze your experience using concepts from this class; 3) Explain how this

assignment will affect your social work practice. You should utilize course reading, readings outside the course, and material from class discussion in your reflection.

Journal Entry 3:   Reflection on *Oppression* by Marilyn Frye
Use Frye's analogy of the caged bird to discuss critically the concept of microscopic and macroscopic perspectives of oppression. Your entry should included the following: 1) Discuss internalized oppression and how that impacts people; 2)Describe how you, as a social worker, would take steps to help free the caged bird; 3)Describe any ethical dilemmas that you may face in helping to free the caged bird and the strategies you may use to resolve them. You should utilize course reading, readings outside the course, and material from class discussion in your reflection.

Journal Entry 4:   Open Reflection & Course Summary Journal
Your final journal entry should summarize evaluate this assignment as a personal learning tool. Your concluding entry should do the following: 1) Address what you learned about social justice and diversity from doing this journal; 2) Address what you learned about yourself from doing this journal (strengths, prejudices, biases, and possible discriminatory behavior); 3) Discuss how you will continue your explorations after this semester; 4) Discuss the impact of what you have learned through this assignment for your practice as a social worker. You should utilize course reading, readings outside the course, and material from class discussion in your reflection.

ASSIGNMENT: Critical Book Reflection Paper

Each student will choose one of the required books and write a paper that responds to the questions pertaining to that book. You should also utilize course readings and materials from course discussion to reflect on the book. The Critical Book Reflection Paper should be 4-5 double-spaced pages, excluding title and reference pages, and follow APA guidelines. The paper should have one-inch margins and 12 point font.

Questions for *The Secret Life of Bees:*
1. How did Lily's (the main character) identity change when she moved to Tiburon? How was her own understanding of her race, age, and gender influenced by the people with whom she interacted in Tiburon?
2. What strategies did the African American persons in the novel utilize to manage their racial identities within the political, cultural, and social contexts in which they lived?
3. How did the family/home environment in which Lily lived influence her self-concept, both while she was living with her father, and then when she was living with August's family?
4. How were the concepts of power and powerlessness portrayed in the novel?
5. With which of the novel's characters did you identify and why? (You may choose more than one character)
6. How were you left feeling at the end of the book?

Questions for *Blood Done Sign My Name*

1. How did Timothy Tyson's (the author) own understanding of race, and specifically the meaning of being Caucasian, change from when he was growing up in Oxford, North Carolina to when he returned to his hometown to interview people when he was writing his book?
2. What strategies did the African American persons in the novel utilize to manage their racial identities within the political, cultural, and social contexts in which the events detailed in the book took place?
3. How did the family/home environment in which the author lived influence his self concept?
4. How were the concepts of power and powerlessness portrayed in the novel?
5. With which of the novel's characters did you identify and why? (You may choose more than one character.)
6. How were you left feeling at the end of the book?

ASSIGNMENT: Social Justice & Diversity Workshop & Presentation
The purpose of Assignment 4 is to help students recognize their role as a change agent in an organization or community; and, to develop writing, problem solving, and presentation skills. Groups of 3-4 students will select a topic and design a social justice and diversity workshop for professionals and paraprofessionals that you might give in the future. The topic can be chosen from any area related to institutionalized discrimination and its effects on communities, organizations, and clients. The workshop should be relevant to agency practice. In the early stages of planning, review the topic with your classroom instructor. Submit a professional portfolio of products to document your efforts.
The following outline may help you organize this assignment:
1. Use scholarly literature to identify and provide documentation for area of concern, such as the differential diagnosis or treatment of members of different groups; unexpected levels of participation by clients of different groups; unexpected levels of representation by members of different groups; or agency staffing that does not represent the general population.
2. Develop specific strategies for responding to findings. These strategies should flow from the literature search, from qualitative and quantitative research (interviews, questionnaires, and surveys), from an analysis of the possible causes of identified concern, and from conjectures about ways to rectify institutionalized discrimination.
3. Prepare a proposal for a workshop you could present in the future. The proposal should include the following elements:
a. Description of the setting/context for the presentation
b. Well-developed rationale for need for a workshop on selected topic
c. Statement of objectives
d. Identification of intended participants
e. Summary of proposed content, including format and style
f. Review of workshop activities
4. Develop a lesson plan or script that directs each minute of the workshop. The script should specify:
a. A detailed description of the content, amount of time allocated to each section, and method of delivery presented in paragraph form with topical headings; and
b. A description of activities which indicate goals, procedures, and content.

5. Create an annotated bibliography to distribute to participants.
   a. List a minimum of ten items, including books, articles, chapters of books, two Internet resources, and at least one work of fiction.
   b. Include a short paragraph highlighting the major points or ideas of each reference.
   c. Compile a list of supporting references and other resources which might interest participants.
6. Develop, collect, or assemble handouts.
7. Develop a plan for evaluating the workshop, including an evaluation form.
8. Present a summary of the workshop to your classmates.

*UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

NOTE: <u>ALL</u> University policies below must be inserted into your syllabi. The credit course load for this course has been calculated for you and should not be changed.

University Policies:

<u>Code of Student Responsibility</u>:
"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**

<u>Academic Integrity</u>:
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.

<u>Course Credit Workload</u>:
This three-credit course requires three (3) hours of classroom or direct faculty instruction and six (6) hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: fill in [required reading, library research, studio work, practica, internships, written assignments, and studying for quizzes and exams].

<u>Special Needs</u>: 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 <u>http://legal.uncc.edu/policies/ps-</u>

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

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

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

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

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

Optional Bibliography/Reading List:

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

Appleby, G. A., Colon, E., & Hamilton, J. (2007). *Diversity, oppression, and social functioning: Person-in-environment assessment and intervention* (2nd ed.). Boston: Allyn & Bacon.

Johnson, A. G. (2001). *Privilege, power, and difference* (2nd ed.). Mountain View, CA: Mayfield Publishing Company.

Marsiglia, F. F., & Kulis, S. (2009). *Diversity, oppression, and change: Culturally grounded social work.* Lyceum Books, Inc.

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

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

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

Faculty Information: TBD

Catalog Description – Prerequisite: SOWK 6121 (Advanced Standing students are exempt from the prerequisite requirement for this course). Expands social work students' knowledge, values, and skills with regard to advanced micro practice with individuals, especially members of vulnerable groups. *(Spring for Full Time and Extended Study; Summer for Advanced Standing)*

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

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Evaluate the strength and source of the evidence and employ the most valid, reliable, or authentic findings to inform practice (2.1.6)
6. Utilize culturally competent frameworks to guide the processes of assessment, intervention, and evaluation (2.1.7)
7. Apply critical analysis to understanding the person in context of an ever-changing social environment (2.1.7)
8. Advocate for culturally sensitive policies that enhance well-being and community strengths (2.1.8)
9. Use evidence-based practice in advocacy for policies that advance social and economic well-being (2.1.8)

10.   Develop culturally responsive relationships with individuals, families, groups, organizations, and communities and attend to the interpersonal and social-contextual factors that strengthen and undermine those relationships (2.1.10a)
11.   Demonstrate use of a theoretically informed knowledgebase that enables effective practice (2.1.10a)
12.   Use multidimensional measures to assess outcomes on multiple-levels of practice (2.1.10b)
13.   Assess readiness for change (2.1.10b)
14.   Assess strengths and assets including adaptive strategies and responses (2.1.10b)
15.   Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies (2.1.10b)
16.   Use Differential and/or multi-axial diagnostics in clinical practice with cultural competency (2.1.10b)
17.   Demonstrate the use of appropriate techniques and models of change for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed (2.1.10c)
18.   Collaborate with other professionals and relevant stakeholders to coordinate interventions and strategies (2.1.10c)
19.   Demonstrate effective techniques and strategies to end or transition an intervention (2.1.10c)
20.   Contribute to the social work profession through practice-based research (2.1.10d)
21.   Utilize and disseminate practice and policy evaluation efforts (2.1.10d)

Course Policies: TBD

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

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

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

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

Evaluation Methods:

Assignments
Group Demonstration and
Critique Worksheets   (3)   150 points
Reflection Paper   50 points

Integration Paper			100 points	
Exam 1			100 points	
Exam 2			100 points	
Total points possible			500 points	

Grade Scale:

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

Topical/Unit Outline:

Week	Unit	Topic	Skill Focus	Assignments
1	1	**Frameworks for Integrating Clinical Practice and Social Change Efforts** Personal as Political Empowerment practice	Identifying Values	Readings TBA
2	1	**Frameworks for Integrating Clinical Practice and Social Change Efforts** Engaging in cross-cultural relationships Working with vulnerable, oppressed and stigmatized populations	Use of self	Readings TBA **Reflection paper**
3	2	**Appreciating Developmental context:** Understanding Infant and Child Development Attachment theory, research and intervention Impact of Adverse Childhood Experiences on neurodevelopment	Introduction to play therapy; Filial therapy; Early childhood intervention	Readings TBA
4	2	**Appreciating Developmental context:** Understanding Adolescent Development Identity Development Cumulative trauma and high risk behaviors	Engagement; Fostering youth asset development; Ethical issues of treatment, consent and reporting	Readings TBA
5	2	**Appreciating Developmental**	Mindfulness,	Readings TBA

		context: Issues of Growth, Grief, and Loss in Adulthood Impact of life course on individual Impact of trauma and loss on physical and psychological functioning and health	grief therapy, reminiscence therapy, trauma and healing	
6				**Exam # 1**
7	3	**Theories and Tools for Change:** Psychodynamic (Relational Psychoanalysis, RCT, Trauma theory) What is the theory of change Formulation and assessment Transference and Countertransference Relationship between individual and social change	Psychodynamic theory	Readings TBA
8	3	**Theories and Tools for Change:** Psychodynamic (Relational Psychoanalysis, RCT, Trauma theory) Demonstration and critique	Psychodynamic intervention	Readings TBA **Demonstration and critique worksheet due**
9	3	**Theories and Tools for Change:** Cognitive-behavioral approaches (CBT, DBT, ACT, Reality therapy) What is the theory of change Psychoeducation Functional Analysis/ Behavioral Change strategies Identifying and changing Schemas Relationship between individual and social change	CBT theory	Readings TBA
10	3	**Theories and Tools for Change:** Cognitive-behavioral approaches (CBT, DBT, ACT, Reality therapy) Demonstration and critique	CBT intervention	Readings TBA **Demonstration and critique worksheet due**
11	3	**Theories and Tools for Change:** Brief Treatment models (Interpersonal therapy, time-limited CBT, Solution focused; motivational interviewing) How does intervention facilitate change What are appropriate treatment	Brief treatment models	Readings TBA

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

15	4	**Cultivating intentional practice** Developing personal practice model Integrating evidence about specific population		Readings TBA **Population Paper**

Assignments:

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

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

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

Group Demonstration and Critique Worksheets (3)
Demonstration groups of three will videotape a role-played 30-40 minute session using a model from the assigned theory. Students will rotate in the therapist role for each of the three overarching theories. Role-plays will be videotaped and the group will select one or more 5-7 minute segments to play during class for discussion and feedback. The entire video will be turned into the instructor for review. Groups will be asked to complete worksheets for each role play. Worksheets and additional details about this assignment will be provided by the instructor.

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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:
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Optional Bibliography

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

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

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

Faculty Information: TBD

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

Course Rationale: SOWK 6232 is designed to provide MSW students with an opportunity to begin evaluating social work practice. Students will consider methods to improve the quality of individual services as well as to improve the quality of programs. Students will practice collecting, organizing, and interpreting client data. Assessing client strengths and limitations as well as developing mutually agreed-on intervention goals and objectives are stressed.

The course will cover models of assessment, prevention, intervention, and evaluation. Single-system design, program evaluation, needs assessments, logic models, and outcome evaluations are explained. Finally, students will learn how to critically analyze, monitor and evaluate interventions.

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2)
3. 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 (2.1.2)
4. Tolerate ambiguity in resolving ethical conflicts (2.1.2)
5. Apply strategies of ethical reasoning to arrive at principled decisions (2.1.2)
6. Analyze models of assessment, prevention, intervention, and evaluation (2.1.3)

7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and/or colleagues (2.1.3)
8. Engage diversity and difference in practice (2.1.4)
9. Use practice experience to inform scientific inquiry (2.1.6)
10. Use research evidence to inform practice (2.1.6)
11. Collect, organize, and interpret client data (2.1.10b)
12. Assess client strengths and limitations (2.1.10b)
13. Develop mutually agreed-on intervention goals and objectives (2.1.10b)
14. Select appropriate intervention strategies (2.1.10b)
15. Social workers critically analyze, monitor, and evaluate interventions (2.1.10d)

Course Policies:

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

Students who are tardy for class or leave before class has ended will be considered absent for roll-keeping purposes. If you arrive late or leave early and would like your absence changed to a tardy, you must see the professor at the end of that day's class to make the correction; otherwise, the recording of an absence will remain permanent. Students who are tardy or who leave class early will receive one-half an absence for that day.

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

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

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

    Some websites which are NOT to be used:
3. http://www.wikipedia.org/ This website contains non-peer reviewed information that has not been assessed for accuracy – therefore it is an unreliable source.

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

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

Teaching Strategies:
The professor will employ a combination of lectures, discussion, and hands-on exercises to highlight the major concepts covered in this course and to enhance learning. Students should read the assigned chapters prior to attending class in order to best contribute to class discussions, demonstrate problem-solving in the hands-on exercises, and participate in a meaningful way.

Required Texts:

Weinbach, R. W. (2004). *Evaluating social work services and programs.* Boston, MA: Allyn & Bacon. [ISBN - 13: 978-0205415014]

Westerfelt, A. J. & Dietz, T. J. (2009). *Planning and conducting agency-based research.* (4th ed.). Boston, MA: Allyn & Bacon. [ISBN - 13: 978-0205636853]

Video:

Evaluating Social Work Practice: A User-friendly Approach: A graduate social work student's project involves a step-by-step approach to using a single system design with a client in a field practicum. (HV 43 E92 1992).

Evaluation Methods:

Exercises & Class Participation	20 points
Agency Evaluation Process Report	45 points
Individualized Assignment (from list)	35 points
TOTAL	100 points

Grade Scale:

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

Topical/Unit Outline:

Module 1 – What is Evaluation Research?
➢ Defining Evaluation Research
➢ Critical Thinking in Evaluation Research
➢ History of Evaluation Research
➢ Forces for Change
➢ How Political Factors and Agency Context Can Affect Evaluation

➢ Current Evaluation Research

Students are asked to find an example of a program evaluation in their area of interest from the empirical, scholarly literature that can be analyzed in class during Module 2

Module 2 – Review of the Use of Statistics in Practice and Program Evaluation
➢ Review of Descriptive and Inferential Statistics Introduced in SOWK 6131: Research
➢ Interpreting Statistics from Actual Program Evaluations
➢ Utility and Drawbacks of Statistical Analyses (Qualitative and Quantitative)
➢ How to Best Interpret and Measure Effectiveness

Module 3 – Traditional Methods for Monitoring and Improving Social Work Practice
➢ Value and Usefulness of Program and Practice Evaluation for Agencies, Planning and Development, and Regulatory/Funding Bodies
➢ Methods to Improve the Quality of Individual Services
➢ Methods to Improve the Quality of Programs

Module 4 – Managing Client Data within Social Work Practice
➢ How to Collect, Organize, and Interpret Client Data
➢ Assessing Client Strengths and Limitations
➢ Developing Mutually Agreed-On Intervention Goals and Objectives

Module 5 – Outcome Evaluations
➢ Evaluation Foci
➢ Use of the Logic Model
➢ Research Designs in Outcome Evaluations
➢ Outcome Evaluation Reports

Module 6 – Single System Research
➢ Single-System Design
➢ The Clinical Research Model and Process
➢ Measurement Tasks and Issues

Module 7 – Single System Analysis
➢ Analysis of Single System Data
➢ Internal Validity and Single System Research
➢ Reports of Single System Studies

Module 8 – Critical Analysis
➢ Models of Assessment, Prevention, Intervention, and Evaluation
➢ How to Critically Analyze, Monitor, and Evaluate Interventions

Module 9 - Program Evaluation
➢ What is Program Evaluation
➢ Good Program Evaluation versus Bad Program Evaluation
➢ Program Components and Their Meanings

➢ Sources of Knowledge for Program Evaluation

Module 10 – Needs Assessments
➢ Community Needs Assessments
➢ Needs Assessments for Proposed Programs
➢ Needs Assessments for Existing Programs

Module 11 – Evaluations to Improve Programs
➢ Completing Unfinished Business
➢ Program Monitoring
➢ Formative Evaluations
➢ Process Evaluations

Assignments:

Exercises and Class Participation – Since this course is applied, there are several in class, graded exercises throughout the semester. These exercises will include: Organizing and interpreting client data, Developing mutually agreed-on intervention goals and objectives, Single-system design, Logic models, and Outcome evaluations. Students are expected to stay current with their readings in order to participate completely in these exercises. (20 possible points)

Agency Evaluation Process Report – Students will connect their research learning to their field experiences by completing an agency evaluation process report which is a 8-10 page report which outlines how their agency gathers data and evaluates outcomes. The reports should include any data collection instruments which are used in the appendix. Suggested headings/elements: Overview of program(s) or service(s) provided; Literature Review with at least 5 peer-reviewed, empirical, scholarly articles; Treatment models (as appropriate); Relevant Policies; Data collection (e.g., what is collected, the purpose, how is it collected); Program or practice evaluation (how are outcomes measured and analyzed); Critique and recommendations (your thoughts and insights on whether the manner they gather data is valid or reliable) (45 possible points)

The "Individualized Assignment" - This assignment is to be completed sometime during the semester and since each student will choose a different task, it is referred to as an "individualized assignment." The assignment will provide you with a "hands-on" experience with some aspect of a program evaluation. This assignment will also add to your competence regarding practice and program evaluation. You will also be given specific directions, resources, and guidance once we have agreed on your specific assignment – prior to beginning your individualized assignment, you will draft the project outline and obtain instructor permission. The number of students permitted for each assignment is noted in parentheses below and will vary with the amount of work required (e.g., if 2 students are assigned, twice as much work is expected). After completing your assignment, you will be asked to give a very informal presentation to the class to share what you have learned. You will be choosing your assignment from one of the following options: (35 possible points)

a. Contribute 9 to 10 or more hours to one of the ongoing program evaluation/social work research projects introduced in class and share with us what you have learned. (Varies by project)

b. Actively participate in an evaluation project offered in your field agency and share what you learned. (1)

c. Lead a focus group of clients that explores what they see as the strengths and weaknesses of a particular program. Share your results. (1)

d. Lead a focus group of clients that involves them in identifying possible questions for a needs assessment study. Report on your results. (Examples of topics for needs assessments are teen pregnancy prevention, domestic violence, services relevant to older adults, staff morale issues). (1)

e. Lead a focus group of at least 6 BSW or MSW students on a topic of interest to you and report on the findings to either the BSW Committee or MSW Committee. (2)

f. Conduct and report on a case study of a client. (1)

g. Conduct and report on a case study of a client having difficulty with agency accessibility issues. (1)

h. Identify the critical ingredients in your practice approach. (To complete this task, for example, you could write up and analyze 3 - 4 process recordings of your work with clients, identify those aspects in your process recording that seem most prominent, and then describe an approach that reflects what you actually do.) (1 or 2)

i. Develop a logic model for your agency. Share your results with your agency and the class. (1)

j. Implement a Single System design with a client and present the results to the class. (1)

k. Present a role-play of work with a client system focusing on an evaluation of client progress. Include both the initial session and later evaluation session in the role-play. Use a Single System Design and/or Goal Attainment Scale to evaluate the client's progress. (2)

l. Create your own practice/program evaluation project (requires instructor permission). (1)

m. Assist your agency in writing a grant. Share the components you wrote with the class. (1)

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Optional Bibliography/Reading List: TBD

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

Course Number and Title: SOWK 6252 Mental Health Assessment

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

Faculty Information: TBD

Catalog Description - This course provides an overview of social work theories related to mental/behavioral health assessment, . Social constructivism frames many of these theories for the purposes of conceptualizing diagnostic classifications, as well as human strengths and resiliencies. While social work practice behaviors are understood within the context of human behaviors and the social environment, and applied to responsibly engaging and assessing behavioral health consumers via the with special emphasis on and critique of the APA *Diagnostic and Statistical Manual of Mental Disorders* (5th edition). **Prerequisites:** SOWK 6121, 6131, 6141, 6151, 6232, 6242 **Corequisites: SOWK 6212, 6442.** (Advanced Standing students are exempt from the prerequisite for this course).

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

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

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

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

2. Apply social work ethical principles to guide professional practice (2.1.2)

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

4. Engage diversity and difference in practice (2.1.4)

5. Evaluate the strength and source of the evidence and employ the most valid, reliable, or authentic findings to inform practice (2.1.6)

6. Utilize culturally competent frameworks to guide the processes of assessment, intervention, and evaluation (2.1.7)

7. Apply critical analysis to understanding the person in context of an ever-changing social environment (2.1.7)

8. Use multidimensional measures to assess outcomes on multiple-levels of practice (2.1.10b)

9. Assess readiness for change (2.1.10b)

10. Assess strengths and assets including adaptive strategies and responses (2.1.10b)

11. Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies (2.1.10b)

12. Use differential and/or multi-axial diagnostics in clinical practice with cultural competency (2.1.10b)

Course Policies:

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

Students who are tardy for class or leave before class has ended will be considered absent for roll-keeping purposes. If you arrive late or leave early and would like your absence changed to a tardy, you must see the professor at the end of that day's class to make the correction; otherwise, the recording of an absence will remain permanent. Students who are tardy or who leave class early will receive one-half an absence for that day.

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

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

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

Some websites which are NOT to be used:

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.

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

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

Required Texts:

American Psychiatric Association. (2000). *Quick reference to the Diagnostic Criteria from DSM IV-TR*. Washington, DC: Author.

Zide, M.R. & Gray, S.W. (2008). *Psychopathology: A competency-based model for social workers*. Belmont, CA: Brooks/Cole.

Evaluation Methods:
Mid-term exam 150 points
Final Exam 150 points
Group presentation 150 points
Total possible 450 points

Grade Scale:

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

Topical/Unit Outline:

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

WEEK 1
Introduction to course, syllabus review, discussion of clinical licensure
Competency-based assessment model
Bio-psycho-social framework
Empirical social work interventions in mental health practice
The DSM-IV TR multi-axial system; evolution of DSM and diagnoses over time

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

WEEK 3
Week 2 material continued

WEEK 4
Schizophrenia and other Psychotic disorders
Reading: QR 153-165; ZG Chapter 3

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

WEEK 6
Mid-term evaluation

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

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

WEEK 9
Group presentations

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

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

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

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

WEEK 14
Licensure process; LCSW exam
WEEK 15
Final Examination

Assignments:

Group Presentation
Students will form groups of 2-3 members and will choose a mental disorder from among the disorders presented throughout the class. Each group will provide a 30-minute oral presentation in which one member will play the role of social worker and the others will act as the client and collateral contacts. The presentation should include: presenting symptoms per DSM-IV-TR criteria, highlights from a competency-based social work assessment and empirically-based social work interventions.
Disorders for Oral Presentations:
1) ADHD/ODD/CD/Separation Anxiety
2) Alcohol Abuse
3) Cocaine and Opiate Abuse
4) Schizophrenia
5) Major Depressive Disorder and Dysthymia
6) Bi-Polar Disorder
7) Phobias
8) PTSD
9) Generalized Anxiety Disorder
10) Sexual Desire/Arousal/Orgasmic Disorders
11) Eating Disorders
12) Cluster A of the Personality Disorders (choose one)
13) Cluster B of the Personality Disorders (choose one)
14) Cluster C of the Personality Disorders (choose one)

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

Exams

Both the Mid-term and final exams consist of objective questions. Questions are composed of multiple choice and true/false formats. The final exam is comprehensive.

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

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

Academic Integrity:

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

Course Credit Workload:

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

Special Needs:

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

Diversity Statement:

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

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

Religious Accommodation:
It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester http://legal.uncc.edu/policies/ps-134.html . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (http://registrar.uncc.edu/calendars/calendar.htm).
Department Policies:
In addition to University and College policies, all students in the Department of Social Work are expected to comply with the Department of Social Work Standards for Social Work Education (see the MSW Student Handbook), and the National Association of Social Workers (NASW) Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp)..

Optional Bibliography/Reading List: TBD

Course Number and Title: SOWK 6343 Advanced Standing Social Work Practicum

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

Faculty Information: TBD

Catalog Description:

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

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

Course Rationale: As CSWE's "signature pedagogy", advanced standing social work practicum is crucial for developing knowledge/competency at the foundation level of the MSW program. Students are exposed to learning opportunities which transform conceptual academic knowledge towards applying the skills, knowledge, and values of 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 and written assignments.

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

<u>**Course Objectives:**</u>
As a result of successful completion of SOWK 6343, students should be able to demonstrate knowledge and skills of interpersonal social work practice with individuals, families, and small groups as follows:

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

principles, and practice accordingly.

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

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

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

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

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

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

It is also expected that the student intern will:

1. Participate in field placement a minimum of 16 hours per week each semester.

2. Be responsible for complying with requirements in affiliation agreements affecting students in clinical/field/practicum setting experiences.

3. 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.

4. Develop a learning contract acceptable to the student, field instructor, and faculty liaison.

5. Work with a sufficient number of clients so that the competencies in the course objectives can be met.

6. Work with a variety of clients and problem situations.

7. Participate in a minimum of one one-hour-long supervisory conference each week.

8. Integrate classroom learning with the field experience.

Course Outline: Semester Field Practicum and Seminar Dates:

May 21	First day of field internship
May 25	Seminar Class – Introductions & Review of Syllabus Guest Speakers – Kristy Foster, MSW & Rosa Espinosa, PLCSW
May 28	Memorial Day Holiday
June 15	Seminar Class - Discussion of learning opportunities in field Learning Agreement Due
July 4	Holiday
July 13	Seminar Class – Discussion of effective supervision in field internships Written Assignment on Supervision & Agency Strengths Due
August 3	Seminar Class – Review of summer field internships Class Exercise: Self Analysis of Stress and Support Handout
August 8	Last day of field for summer session
August 10	Course Evaluations Due

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University Policies:

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

Academic Integrity:

Academic integrity refers to cheating and plagiarism.

Plagiarism is when you use or borrow another person's words or ideas without giving them credit – in other words, stealing that person's work. Regardless of where you saw or heard these words or ideas – lecture, book, Internet, website, BLOG, chat room, letter, diary, newspaper, journal article, on TV or radio – you must reference that material and the person who spoke or wrote these ideas. As an author, you must cite a person's work whenever you use their idea, opinion, or theory, quote their exact words, or use facts, statistics or diagrams, unless that information is common knowledge, meaning something that most people could reasonably be expected to know (e.g. the name of the President of the United States is something that most people would know and you would not have to cite where you found this information).

It is your job to ask your teacher if you have any questions about how to cite a source.

Plagiarism is against the ethical code of the faculty, the researchers in this college, and UNC Charlotte. Plagiarism shows a serious lack of honesty and truthfulness and it will be dealt with harshly. The university has a process led by the Dean of Students that investigates a report and can result in penalties from failing an assignment to being expelled from the university, depending on how extreme the event.

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. Copies of the code can be obtained from the office of the Dean of Students or http://www.legal.uncc.edu/policies/ps-105.html Students are expected to report cases of academic dishonesty to the course's instructor.

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

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

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

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (http://www.legal.uncc.edu/policies/ps-61.html) and the policy on Responsible Use of University Computing and Electronic Communication Resources (http://www.legal.uncc.edu/policies/ps-66.html). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through

computers or other electronic communications systems, including course-based chat rooms or message boards.

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

College Policy:

Grades for Graduate Students:
A = 90-100
B = 80-89
C = 70-79
U = < 70%

Department Policies:

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

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

Course Policies:

Attendance Policy:
Field work attendance, campus seminar attendance, and punctuality are evidence of professionalism. Students are expected arrive on time and remain for the entirety of their scheduled field work hours and campus seminar classes. If they are unable to attend field work, they are expected to notify both the faculty field liaison and field instructor prior to the start of the work shift. If they are unable to attend a campus seminar, they are expected to notify the faculty liaison prior to the start of the class.

Teaching Strategies:
The instructor will use focused discussion, assignments, handouts, and professional readings to help students share their field experiences, gain a better understanding of the network of agencies

in which students are placed, understand the social work code of ethics, and make the connection with social work practice and theory, supervision, and students' professional growth.

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

Positive seminar participation and professionalism includes:
- Enthusiastic participation in discussion and exercises.
- Responsible and accountable behavior that respects others, respects deadlines, completes assignments on time, and accepts feedback in a positive manner.
- Responding to questions posed in class.
- Asking good questions.
- Being a respectful listener
- Appropriately presenting alternative views to those raised by others
- Offering comments that are encouraging, or that clarify or summarize ongoing discussion
- Making contributions that demonstrate connections you discover between course work and field work.
- Demonstrating a commitment to an essential social work value that includes respect for the dignity and worth of every individual and his/her right to social justice.

Evaluation of Field Performance
The student's participation in the field practicum is a critical experience in determining whether or not the MSW Program's goals and objectives are being achieved. The student is responsible for complying with requirements in affiliation agreements affecting students in field practicum 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 Terri Matthews or Sue Marchetti.

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.

The field instructor is to evaluate the overall learning agreement objectives and summarize the student's performance according to the following guidelines:

A   Commendable
B   Satisfactory
C   Marginal
NA   Not applicable in setting

NO   No opportunity yet
U   Unsatisfactory (never or rarely meets criteria)

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.

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

Summer Semester Attendance (25 points)
Summer Semester Participation & Professionalism (25 points)
Summer Semester Learning Agreement (25 points)
Summer Semester 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.

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

The Above Syllabus is Subject to Change Due to Extenuating Circumstances

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

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

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

Faculty Information: TBD

Catalog Description – This course expands social work students' knowledge, values, and skills with regard to advanced micro practice with groups and families.

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

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Evaluate the strength and source of the evidence and employ the most valid, reliable, or authentic findings to inform practice (2.1.6)
6. Utilize culturally competent frameworks to guide the processes of assessment, intervention, and evaluation (2.1.7)
7. Apply critical analysis to understanding the person in context of an ever-changing social environment (2.1.7)
8. Advocate for culturally sensitive policies that enhance well-being and community strengths (2.1.8)
9. Use evidence-based practice in advocacy for policies that advance social and economic well-being (2.1.8)

10. Develop culturally responsive relationships with individuals, families, groups, organizations, and communities and attend to the interpersonal and social-contextual factors that strengthen and undermine those relationships (2.1.10a)
11. Demonstrate use of a theoretically informed knowledgebase that enables effective practice (2.1.10a)
12. Use multidimensional measures to assess outcomes on multiple-levels of practice (2.1.10b)
13. Assess readiness for change (2.1.10b)
14. Assess strengths and assets including adaptive strategies and responses (2.1.10b)
15. Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies (2.1.10b)
16. Use differential and/or multi-axial diagnostics in clinical practice with cultural competency (2.1.10b)
17. Demonstrate the use of appropriate techniques and models of change for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed (2.1.10c)
18. Collaborate with other professionals and relevant stakeholders to coordinate interventions and strategies (2.1.10c)
19. Demonstrate effective techniques and strategies to end or transition an intervention (2.1.10c)
20. Contribute to the social work profession through practice-based research (2.1.10d)
21. Utilize and disseminate practice and policy evaluation efforts (2.1.10d)

Course Policies: TBD

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

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

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

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

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

Grade Scale:

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

Topical/Unit Outline:

Week	Unit	Topic	Skill Focus	Assignments
1	1	Introduction to Core Dynamics and skills of Group Counseling	applying theoretical concepts and frameworks	Readings TBA
2	2	Mutual Aid/ Group Formation	applying theoretical concepts and frameworks; self-awareness	Readings TBA **Interpersonal style reflection paper**
3	3	Group stages: beginning, working, and ending	applying theoretical concepts and frameworks	Readings TBA
4	4	Group facilitation skills	Skill development	Group Activity Presentations Readings TBA
5	4	Group facilitation skills	Skill development	Group Activity Presentations Readings TBA
6	4	Group facilitation skills	Skill development	Group Activity Presentations Readings TBA
7		**Groups Exam**		**Groups Exam**
8	5	Family systems theory; Ethnicity and Family Therapy	applying theoretical concepts and frameworks	Readings TBA
9	5	Ethnicity and Family therapy; Genogram	applying theoretical concepts and frameworks; self-awareness	Readings TBA
10	5	Family Assessment	applying theoretical	Readings TBA

			concepts and frameworks	
11	6	Bowen	applying theoretical concepts and frameworks; skill development	**Cultural Genogram Due** **Lab skills rehearsal in class**
12	6	Strategic	applying theoretical concepts and frameworks; skill development	Readings TBA **Lab skills #1 due before next class**
13	6	Structural	applying theoretical concepts and frameworks; skill development	Readings TBA **Lab skills #2 due before next class**
14	6	Narrative	applying theoretical concepts and frameworks; skill development	Readings TBA **Lab skills #3 before next due class**
15	6	Couples Therapy	applying theoretical concepts and frameworks; skill development	**Lab skills #4 due before last class**
16		Final Exam Period		**Families Exam**

Assignments:

Interpersonal Style Reflection Paper: Students will complete an interpersonal self-assessment using instruments provided by instructor. Students will then complete a reflection paper reflecting upon the assessment, evaluating the strengths and challenges of their interpersonal style, and considering the implications for themselves as a group participant and leader. More detail will be provided about this assignment by the instructor.

Outline & Class Presentation of Group Activity: Students will form groups around shared

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

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

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

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

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

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

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

<u>University Code of Student Responsibility:</u>

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

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

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

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

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

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

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

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

Optional Bibliography/Reading List: TBD

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

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

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

Faculty Information: TBD

CATALOG DESCRIPTION - This course builds on the foundational theories and skills introduced in Social Work Practice with specific attention to communities and organizations as primary client systems. It introduces theories that inform and guide practice in communities and organizations. It builds advanced skills in engaging and assessing communities and organizations. **Corequisites:** SOWK 7443

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

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

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

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

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

3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Understand the local and global contexts that produce and perpetuate mechanisms of oppression and discrimination (2.1.5)
6. Advocate for human rights and social and economic justice on multiple levels of practice (2.1.5)
7. Engage in culturally sensitive practices that advance social and economic justice (2.1.5)
8. Evaluate the strength and source of the evidence and employ the most valid, reliable, or authentic findings to inform practice (2.1.6)
9. Utilize culturally competent frameworks to guide the processes of assessment, intervention, and evaluation (2.1.7)
10. Apply critical analysis to understanding the person in context of an ever-changing social environment (2.1.7)
11. Advocate for culturally sensitive policies that enhance well-being and community strengths (2.1.8)
12. Use evidence-based practice in advocacy for policies that advance social and economic well-being (2.1.8)
13. Develop culturally responsive relationships with individuals, families, groups, organizations, and communities and attend to the interpersonal and social-contextual factors that strengthen and undermine those relationships (2.1.10a)
14. Demonstrate use of a theoretically informed knowledgebase that enables effective practice (2.1.10a)
15. Use multidimensional measures to assess outcomes on multiple-levels of practice (2.1.10b)
16. Assess readiness for change (2.1.10b)
17. Assess strengths and assets including adaptive strategies and responses (2.1.10b)
18. Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies (2.1.10b)
19. Use differential and/or multi-axial diagnostics in clinical practice with cultural competency (2.1.10b)
20. Demonstrate the use of appropriate techniques and models of change for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed (2.1.10c)
21. Collaborate with other professionals and relevant stakeholders to coordinate interventions and strategies (2.1.10c)
22. Demonstrate effective techniques and strategies to end or transition an intervention (2.1.10c)
23. Contribute to the social work profession through practice-based research (2.1.10d)
24. Utilize and disseminate practice and policy evaluation efforts (2.1.10d)

COURSE POLICIES:

REFERENCING AND ACCESSING APPROPRIATE SOURCES – As noted in the university policy below, referencing is expected whenever quoting or otherwise using others' work (such as in paraphrasing or employing key ideas). Standard APA style (6th edition) is required for citation within the text and in the reference section. Given the availability of information on the World Wide Web, it is often difficult to evaluate the quality of online sources.

It is expected that students will pay attention to the domain, sponsor, author's background, and date of information on websites used and will *cite all information obtained from websites*. In doing all assignments, it is expected that students will <u>always</u> include sources that have been subjected to peer review and are published in scholarly journals.

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

PROFESSIONALISM – In preparation for professional social work practice, students will be expected to attend class and be prepared to participate in classroom discussion and exercises. Participation that exemplifies professionalism will include the following:
- Punctuality;
- Thoughtful preparation for each class period;
- Regular contributions to class discussion and exercises;
- Respect for diversity (see p. 5 of this document);
- Respect for others in open and private dialogue;
- Openness to learning from others;
- Not disturbing others (through cell phones, texting, laptop use, etc.);
- Completion of assignments on time;
- Critical Thinking.

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

ATTENDANCE & PARTICIPATION – Because of the importance of learning from each other, students are expected to attend all class sessions having read the required readings listed on the course outline for that session, so that they can participate effectively in classroom discussions and exercises. Effective classroom participation will reflect students' own professional experiences, assigned readings, and critical thinking. Students are allowed one absence without penalty, all subsequent absences that are not due to extenuating and unforeseen circumstances will result in a one point (1) deduction from the final grade. Students are allowed one tardy without penalty. Subsequent tardies that are not due to extenuating and unforeseen circumstances will result in a half point (.5) deduction from the final grade.

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

than one week late will not be accepted and the student will receive 0 points. One point (1) will be deducted if the assignment is not turned in during the first 10 minutes of class on the due date.

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

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

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

Evaluation Methods:

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

Grade Scale:

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

Topical/Unit Outline:

Class Period	Topic Outline
1	**Introduction to course** • Syllabus review • Rationale for larger scale interventions • Planning change at macro levels • Effective task groups
2	**Purpose & history of social work practice with organizations and communities** • Historical sketch of macro practice in professional social work

	• Social work roles in organizational & community change • Macro practice roles for clinical practitioners
3	**Relationship of individuals to organizations & communities** • Developing cultural humility in macro contexts • Concepts of growth and human development • Impact of social relationships and structures on individuals • Impact of difference, discrimination, privilege, and oppression *Integrated learning project 1 due*
4	**Understanding communities, part I** • Community as context for practice and target of change • Definitions & structures of communities • Theoretical approaches to community
5	**Understanding communities, part II** • Theoretical approaches to community • Nature of problems in communities • Applying community theories to practice
6	**Understanding organizations, part I** • Organizations as context for practice and target of change • Definitions & structures of organizations • Theoretical approaches to organizations *Integrated learning project 2 due*
7	**Understanding organizations, part II** • Theoretical approaches to organizations • Nature of problems in organization • Applying organizational theories to practice
8	**Engaging organizations and communities** • Role of target population in defining problems • Engaging from within and outside • Culturally informed engagement
9	**Engaging organizations & communities** • Relationship-building • Applying interpersonal skills in macro contexts *Integrated learning project 3 due*
10	**Engaging organizations & communities** • Relationship-building • Applying interpersonal skills in macro contexts
11	**Assessing organizations & communities** • Types of need • problem identification *Organizational assessment due*
12	**Assessing organizations & communities** • Assessment models, part i • Assessment instruments, part i
13	**Assessing organizations & communities**

	• Assessment models, part ii • Assessment instruments, part ii • Disseminating assessment findings
14	**Assessing organizations & communities** • Leadership assessment • Power & politics in communities • Capacity & feasibility for change *Integrated learning project 4 due*
15	*Needs assessment presentations due* *Needs assessment portfolios due*
16	*Needs assessment presentations due* **Course wrap-up & conclusion**

ASSIGNMENTS:

ASSIGNMENT I: Integrated Learning Projects

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

Option 1a: Community Meeting Observation & Reflection
Each student will visit a community meeting occurring in one of the communities around Charlotte and record observations. Communities can be geographic communities or communities of affiliation. The instructor will make a list of upcoming community meetings available for the students or students can identify a meeting they would like to attend. After observing the meeting, the student will complete a one-two page reflection on the nature of the meeting. Reflections should address the following:
1) What was the purpose of the meeting?
2) Who attended the meeting (citizens, politicians, media, etc.)? How did they participate in the meeting? How were attendees encouraged or discouraged from participating?
3) How would you characterize the tenor of the meeting?
4) What issues were raised and were these issues addressed?
5) How would you suggest a social worker enter this community in order to facilitate change?

Option 1b: Organization Meeting Observation & Reflection
Each student will record observations of a meeting at/through her/his field agency. After observing the meeting, the student will complete a one-two page reflection on the nature of the meeting. Reflections should address the following:
1) Who was the leader(s) of this meeting and what was her facilitation style?
2) What was the demeanor of meeting participants? What did they do during the meeting? How did they respond to the meeting leader(s)?
3) What worked well about the meeting? Why?
4) What didn't work well about the meeting? Why?

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

Project 2 - Windshield Survey and Reflection

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

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

Project 3: Organizational Culture Observation & Reflection

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

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

Project 4 – Client Flow Chart

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

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

ASSIGNMENT 2: Organizational Assessment

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

ASSIGNMENT 3: Community Needs Assessment Executive Summary

Assignment 3 is the first part of the two-part Community Needs Assessment Project. The Needs Assessment Project is comprised of two elements – 1) an Executive Summary completed by the group that describes the target population and their needs and 2) a persuasive group presentation

that emphasizes why this population requires attention. For this assignment, groups of 3-4 students will choose a target population and then assess their strengths and needs according to elements of needs assessment frameworks discussed in class and from the required reading.

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

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

1. Summary statement of the problem facing the target group.

2. Brief description of needs assessment methodology.

3. Describe the demographic composition and geographic distribution of the target group.

4. Describe the geographic distribution of the target group.

5. Describe target population's strengths.

6. Describe the problem and specific needs facing the target group as discovered in assessment.

7. Discuss differing perspectives of the problem, including the target population's perspectives of the problem.

8. Discuss barriers to problem resolution and barriers that limit inclusion of target population.

9. Prioritize up to five needs to address in the community and provide a brief rationale for each.

10. Identify and describe agencies, community or advocacy groups working to address the problem in the Greater Charlotte area.

ASSIGNMENT 4: Community Needs Assessment Presentation

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

Assignments 3 & 4 are a part of the Students4Giving program in the UNC Charlotte Department of Social Work. Students4Giving is a national program designed to address critical needs in the

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

The presentation should address the following:
1. Summary statement of the problem facing the target group.

2. Describe the target group, including their strengths.

3. Describe the problem and needs of the target group.

4. Provide a rationale for addressing the problem facing the group.

5. Describe your methodology - how/where your group found information to address the above items.

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http://legal.uncc.edu/policies/up-406

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

SPECIAL NEEDS:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at http://legal.uncc.edu/policies/up-501. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

DIVERSITY STATEMENT:
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RELIGIOUS ACCOMMODATION:
It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester http://legal.uncc.edu/policies/up-409. The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (http://registrar.uncc.edu/calendars/calendar.htm) .

DEPARTMENT POLICIES:
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Optional Bibliography/Reading List:

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

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

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

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

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

Credits, Days/Time, Location: 4 Graduate Credits; Days/Time & Location TBD

Faculty Information: TBD

Catalog Description: Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. **Prerequisite**: SOWK ~~6121, 6131, 6141, 6151, 6212, 6232, 6242, 6252,~~ 6441, 6442 for Full Time and Extended study students; SOWK 6443 for Advanced Standing students ~~, 7125~~. **Corequisite**: SOWK 7222

Course Rational: 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:

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Advance human rights and social and economic justice (2.1.5)
6. Engage in research-informed practice and practice-informed research (2.1.6)
7. Apply knowledge of human behavior and the social environment (2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)

9. Respond to contexts that shape practice (2.1.9)
10. Engagement with individuals, families, groups, organizations, and communities (2.1.10a)
11. Assessment with individuals, families, groups, organizations, and communities (2.1.10b)
12. Intervention with individuals, families, groups, organizations, and communities (2.1.10c)
13. Evaluation with individuals, families, groups, organizations, and communities (2.1.10d)

Course Policies:
9. Participate in field placement a minimum of 24 hours per week each semester.

10. 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.

11. Develop a learning contract acceptable to the student, field instructor, and faculty liaison.

12. Work with a sufficient number of clients so that the competencies in the course objectives can be met.

13. Work with a variety of clients and problem situations.

14. Participate in a minimum of one one-hour-long supervisory conference each week.

15. Integrate classroom learning with the field experience.

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

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

Course Organization & Participation

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

Positive seminar participation and professionalism includes:

· Enthusiastic participation in discussion and exercises.
· Responsible and accountable behavior that respects others, respects deadlines, completes assignments on time, and accepts feedback in a positive manner.
· Responding to questions posed in class.
· Asking good questions.
· Being a respectful listener
· Appropriately presenting alternative views to those raised by others
· Offering comments that are encouraging, or that clarify or summarize ongoing discussion
· Making contributions that demonstrate connections you discover between course work and field work.
· Demonstrating a commitment to an essential social work value that includes respect for the dignity and worth of every individual and his/her right to social justice.

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

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

Required Texts: Required Text & Readings:
National Association of Social Workers. (1996). *Code of Ethics*. Washington, D.C.: Author.
NASW website: http://www.socialworkers.org

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

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

Fall Semester Attendance & Participation   (25 points)
Fall Semester Learning Agreement   (25 points)
Fall Semester Written Assignment   (25 points)
Fall Semester Written Assignment   (25 points)

Total Points   **100 Points**

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

Grade Scale:

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

Topical/Unit Outline:

Fall 20XX Semester Schedule:

August XX   First Day of Field Internship

August XX   Seminar Class
                     Review of Learning Agreement, Syllabus, Internship Expectations

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

Sept. XX   Seminar Class
                     Discussion of ethical dilemmas in internships (2.1.2)
                     Discussion of issues regarding accurate and timely documentation with
                     assessments, intervention plans and outcome measures.(2.1.1 & 2.1.10)
                     <u>Written Assignment on Ethical Issues Due (2.1.2 & 2.1.3)</u>
                     Learning Agreement Due

Oct. XX   Fall Break – no classes or field internship

Oct. XX   Seminar Class
                     Guest Speakers – Panel of MSW Alumni
                     Panel will lead discussion of professionalism; ethical dilemmas, practice
                     intervention perspectives, and opportunities for advocacy and cultural
                     diversity in their agencies/organizations (2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.1.10)
                     CHHS Room

Nov. XX   Thanksgiving Holidays

Nov. XX   Seminar Class

Deafness and Hearing Loss: Mental Health Issues (2.1.4, 2.1.5, 2.1.6, 2.1.7)
Guest Speaker = Julianne Gold Brunson, Ph.D.

Written Assignment on Application of Research to Practice Due (2.1.6)

Dec. XX   Last day of field internship
                 Fall field internship evaluations due

Dec. XX   Final Exam Seminar Class

Assignments:

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

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

Written assignments must be typed, double spaced, stapled, and have a cover page with your name, course number, and date. Any references should be cited in APA style.
Students have access to the Writing Lab on campus and spelling and grammar checks on computers. Papers with spelling, word choice, and grammatical errors do not look professional; therefore, excellence in both content and writing mechanics is expected for written assignments. Points will be reduced on written assignments for errors. Students should notify the instructor if they are concerned about their writing skills prior to turning in assignments.
For assistance with writing skills, you may contact the University Writing Center at 214 Fretwell, 704-687-4357 or at www.uncc.edu/writing.

Ethical Issue Assignment – Due September XX, 20XX
Describe an ethical issue that has come up at your agency – perhaps one that you have found to be ethically challenging. You can also use the Social Workers' Ethical Responsibilities Handout as a reference for examples. Refer to the National Association of Social Workers (1996) *Code of Ethics*, Washington, D.C. NASW website: http://www.socialworkers.org. Your essay must be typed and double spaced, including a cover page. Remember to cite your interview as a personal communication using APA standards.
Interview someone at your agency about this issue. (This can be your supervisor or another colleague.) Write a 2-3 page paper that answers the following questions:
What is the basis of the ethical situation? (Example: Confidentiality; Boundary Issues; Lack of Cultural Competency; Disregard for Policies; Inappropriate Behavior by Colleagues, etc.)
What section of the NASW Code is applicable to this situation?
How did the interviewee understand the issue in relation to the NASW Code?

How were other agency professionals consulted about the issue?
Would you have handled the issue the same way the agency did? If not, then what would you have done?
What issue(s) did this dilemma bring up regarding any personal values for you? Were your personal values in agreement or in conflict with the agency's handling of the ethical issue?

Applying Research/Literature to Social Work Practicum – Due November XX,20XX
Choose a research article that is applicable to your field work practice area and/or the client population served by your agency. For example, articles about direct practice with your particular population group, a clinical theory/theory application, effectiveness of specific interventions, developmental and/or cultural issues are all appropriate topic areas to research. Refer to the reading by author and title and be sure to cite the article using APA standards. Discuss the article with your supervisor. Write a 2-3 page paper about any reactions and/or questions you have about the research article and/or discussions with your supervisor; also applicable are any events and materials from your field agency that relate to the article. Any personal or confidential information you choose to include will not be shared in class.

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

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

Academic Integrity:
Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or http://legal.uncc.edu/policies/ps-105.html. Students are expected to report cases of academic dishonesty to the course's instructor.

Academic integrity refers to cheating and plagiarism.

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

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

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

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

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

Optional Bibliography/Reading List: TBD

This is a course which has a clinical field component. The student is responsible for complying with requirements in affiliation agreements affecting students in clinical settings.
If there is a disaster (for example, a fire or bomb threat), or any event at an agency that results in a student being unable to engage in the clinical educational responsibilities, please report the disaster or event to Sue Marchetti, Coordinator of Field Education, Department of Social Work, either at 704-687-7932 or at smarche3@uncc.edu.

UNIVERSITY OF NORTH CAROLINA – CHARLOTTE
COLLEGE OF HEALTH AND HUMAN SERVICES
DEPARTMENT OF SOCIAL WORK

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

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

Faculty Information: TBD

CATALOG DESCRIPTION - This course addresses the role of advocacy in the social work profession, tools for bringing about policy change, and use of advocacy to promote social justice, especially for vulnerable populations.

COURSE RATIONALE: Social work professionals are first and foremost agents of change for the advancement of human well-being. Social workers use various advocacy strategies in policy practice. Policy practice is an integral and essential part of professional social work practice. It involves social work interventions that formulate, implement, change, and analyze policies within the frameworks of evidence-based practice and critical thinking.

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

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

1. Advocate for client access to the services of social work (2.1.1)

2. 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 of Social Work, Statement of Principles (2.1.2)

3. Tolerate ambiguity in resolving ethical conflicts (2.1.2)

4. Apply strategies of ethical reasoning to arrive at principled decisions (2.1.2)

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

6. Engage in diversity and difference in practice (2.1.4)

7. Advocate for human rights and social and economic justice (2.1.5)

8. Engage in practices that advance social and economic justice (2.1.5)

9. Analyze, formulate, and advocate for policies that advance social well-being (2.1.8)

10. Collaborate with colleagues and clients for effective policy action (2.1.8)

11. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service (2.1.9)

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

13. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities (2.1.10a)

14. Use empathy and other interpersonal skills (2.1.10a)

15. Develop a mutually agreed-upon focus of work and desired outcomes (2.1.10a)

16. Collect, organize, and interpret data (2.1.10b)

17. Assess client strengths and limitations (2.1.10b)

18. Develop mutually agreed-upon intervention goals and objectives (2.1.10b)

19. Select appropriate intervention strategies (2.1.10b)

COURSE POLICIES:

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

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

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

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

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

Extra Credit
Extra credit assignments will not be offered.

General MSW Course Performance Expectations
In preparation for professional social work practice, all students must adhere to the course performance expectations:

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

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

Course Evaluation
Students have the opportunity to complete a final course evaluation at the end of the semester. Student input is important as it keeps the Instructor abreast of effective teaching techniques and course improvement. Please feel free to provide this Instructor with feedback at any time during the semester. This is the best way to keep the Instructor aware of supports and impediments to student learning. You will NOT be penalized for respectful feedback or expression of concerns about the class. However, if you are not confident about this, you can always slip a note under my door or leave a note in a sealed envelope at the front desk with my name on it.

Expectations of Instructor
The Instructor must be prepared for instructional exercises. Graded assignments will be returned generally within a one-week period unless students are notified in advance by the instructor. As your course instructor, it is my job to facilitate your learning. Your learning does not take place only in the classroom. Make me work! Do not hesitate to contact me with questions or concerns. This is part of my job.

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

1. **Email: <u>E-mail is by far the most reliable way to reach this Instructor (bherman@uncc.edu). I have a mobile device with email access and I check it regularly.</u>** I usually answer e-mails within 24 hours on weekdays and 48 hours on weekends, but I reserve the right to take reasonable breaks.
2. **Office hours**: I am also available during office hours listed at the top of the syllabus. These hours are Wednesdays from 2 pm until 4 pm and Thursdays from 2 pm until 4 pm. I am happy to make appointments outside standard office hours, so please do not hesitate to ask. I will make every effort to meet with you face to face if that is what you want. I am also available via an appointment on **Skype**. Let me know if you want my Skype contact information.
3. **Office phone**: I have an office phone. The number is 704-687-7180. I will be honest and let you know that I rarely answer this phone because I am out of the office frequently. Despite promises to myself to do better, I rarely check this number for messages if I am off campus. Please feel free to leave a message any time but expect a longer wait time, up to 72 hours, for my response. Always leave a number where you can be reached and the best time to try to call you back. Again, e-mail is the best way to reach me.

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

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

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

REQUIRED TEXTS:

Jansson, B. (2008). *Becoming an effective policy advocate: From policy practice to social justice* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

EVALUATION METHODS:

Professionalism	5 points
Assessing Power in Organizations	15 points
Advocating with Policy Makers	10 points
Midterm Exam	10 points
Policy Memo	20 points
Advocacy Proposal	10 points

Advocacy Presentation	10 points		
Public Policy Meeting	10 points		
Final Exam	10 points		
Total	100 points		

Grade Scale:

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

Topical/Unit Outline (with Readings & Assignments due):

Important Note: This class is being taught with the practical experiences and needs of graduate-level social workers in mind. Instruction will include some learning experiences that will be completed outside the classroom. All readings and written material are to be completed *prior* to the date listed. Students should be prepared to discuss the material in class. A good number of your Professionalism points (see below) are contingent on your having completed the reading assignments and being prepared for class.

Date	Topic	Readings due	Major Assignments due
8-22	Introductions; Syllabus & Assignment Overview	None	None
8-29	Joining a Tradition of Social Reform	Jansson, Chapter 1	None
9-5	Articulating Four Rationales for Participating in Policy Advocacy	Jansson, Chapter 2	**Assessing Power in Organizations**
9-12	Obtaining Skills and Competencies for Policy Advocacy	Jansson, Chapter 3	None
9-19	Understanding the Ecology of Policy in Governmental, Electoral, Community and Agency Settings	Jansson, Chapter 4	None
9-26	Expanding Policy Advocacy Across Natural Borders	Jansson, Chapter 5	**Advocating with Policy Makers**
10-3	Committing to an Issue: Building Agendas	Jansson, Chapter 6	Midterm
10-10	Analyzing Problems: The First Step in Policy Analysis	Jansson, Chapter 7	None
10-17	Developing Policy Proposals: The Second, Third, and Fourth Steps of Policy Analysis	Jansson, Chapter 8	None
10-24	Presenting and Defending Policy Proposals	Jansson, Chapter 9	None
10-31	Developing & Using Power	Jansson, Chapter 10	None

11-7	Developing Political Strategy	Jansson, Chapter 11	None
11-14	Putting Political Strategy into Action	Jansson, Chapter 12	**Policy Memo**
11-21	Engaging in Ballot-Based Policy Advocacy	Jansson, Chapter 13	None
11-28	Troubleshooting and Assessing Implemented Policies	Jansson, Chapter 14	**Policy Advocacy Annotated Bibliography**
12-5	Advocacy Practice	None	**Advocacy Presentation (in class)**
12-12	**Final Examination 12p-2:30p**		

Assignments:

Professionalism (5 points)
Part of obtaining a degree is taking on the role of the professional. Five points of the grade for this course is reserved for the student's professional approach to learning. Class attendance is important, as is showing up to class on time and returning from breaks on time. In addition, class members should demonstrate that *reading assignments were read **before*** the day they are due and should be able to ask relevant, meaningful questions. Professionalism also means courteousness to others (e.g., turning off phones, resisting text messaging and web-surfing during class, and avoiding whispered conversations). Maturity and tolerance for different perspectives is necessary for learning and is a hallmark of educated professionals.

Midterm Exam (10 points) and Final Exam (10 points)
The Midterm and Final Exams will be inclusive of all material covered in class and in the readings. Both exams will involve some writing assignments.

Assessing Power in Organizations (15 points)
Write a paper that assesses power within your field agency. Your paper should be a maximum of five pages and answer the following questions.

- Who are the formal leaders in your field placement agency?
- Who are the informal leaders in your field placement agency?
- Describe the similarities and differences in how formal and informal leaders use their power differently within the agency to have an impact on workers and clients.
- How do formal leaders use networks within the agency to build and sustain personal credibility?
- To what extent do formal and informal leaders use strategies that reflect ethical social work practice (refer to the NASW Code of Ethics).
- Identify the way you attempt to build your credibility as a student intern in your placement. What are the pros and cons of your preferred strategy? How well do you think it works? Based on the text and class discussion for 6242 so far, what, if anything, do you plan on changing?

Developing and Defending Specific Policy Actions and Proposals –identifying the problem, framing the problem, developing solutions, venues for delivering proposals, and matching

messaging strategies with various kinds of audiences (e.g., hostile, apathetic, friendly, uninformed)

Advocating with Policymakers (10 points)

Scenario: You are the director of an agency that serves homeless families called Family Inn. You manage the program and supervise three social workers. The program houses 14 families. You are funded through fundraisers, a federal grant, and funding from your County Board of Commissioners. The County funds comprise about 35% of your agency budget. Most of the County Board of Commissioners was recently elected. They entered office after pledging to cut "excessive" County spending. You are concerned that the County Commission will cut funding to your program. You have an upcoming opportunity to speak to the Commissioners, but you do not know how they view your program.

Write an essay discussing specific strategies for addressing the Commissioners based on the following three scenarios:

1) the Commissioners are hostile toward your program;
2) the Commissioners are friendly toward your program; and
3) the Commissioners are apathetic toward your program.

Your essay should be in APA format with a title page, a maximum of five pages of narrative, and a References page.

Policy Memo (20 points)

Step 1. Choose a Topic
A policy memo is written for a particular audience—in this case, the member of the U.S. House of Representatives that represents you in your district. Its purpose is to provide background and suggestions concerning a specific problem or issue for a particular group of people. *Choose a topic that is of interest to you*. Because the topic is to be driven by your personal interests, I cannot give you the topic. I will be happy to discuss a topic with you in order to shape it for the purposes of the assignment, but the topic is yours. Send it to me via email. Think of your topic choice this way: "If I had my way, I would change X (a law) for Y (a particular group)." Be sure your topic is related to social policy. We will discuss examples in class.

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

Step 2. Write the Policy Memo
Write a policy memo to your Congressional representative. Your memo should be written about the topic you identified. There is no single formula for organizing an effective policy memo. Your policy memo should include the following:

I.   <u>Abstract</u> that summarizes the main point of the document. (Write this last!)

II.   <u>Introduction to the problem/issue</u> (What is the issue? What are you interested in changing and for whom?)

III.   <u>Background of the problem/issue</u> (When did this problem begin or when did it become recognized as an issue? **<u>NOTE:</u>** You cannot possibly detail all the important events in a social problem. Limit yourself to a maximum of two pages of double-spaced text and move on.)

        Example (AIDS/Ryan White Act of 1989): Initially, the public was alarmed about the spread of infectious disease among the (population). Policymakers responded with a number of ideas that reflected public fears. Some policymakers called for people with HIV to be quarantined. Some health boards passed laws that forbade young children with HIV to attend day cares or preschools. Passing laws to limit the rights of people with HIV legitimized public fear. People with HIV were verbally harassed and sometimes physically attacked. The White family had three children with HIV. In May 1987, their home was firebombed by people from their small Indiana town who wanted the family to move away out of fear they would spread the disease.

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

        Example (AIDS): HIV infections among gay men declined for years, but there is now an upswing in the number of cases in that population. In addition, the number of poor people with the disease has escalated. Most new cases of HIV are occurring in populations who cannot afford lifesaving medications. Provide quantitative estimates of the problem's magnitude and intensity--for example, how many lives are affected, how many dollars are spent?
        Example (AIDS): The latest estimates from the U.S. Department of Health and Human Services (2009) is that over 50,000 people with HIV in the United States have stopped taking their medications due to lack of insurance or inability to pay large co-payments. This is increasing costs by an estimated $xxxxx each year. Some small rural hospitals are facing bankruptcy due to the cost of care of people with the virus who have stopped taking their medications.

V.   <u>Who supports what?</u> (Are there particular constituencies that want particular action taken? Who are they? What do they want to happen?)
        Example (AIDS):

        Initially, conservative members of Congress such as Senator Jesse Helms of North Carolina suggested a quarantine of people with HIV/AIDS into "health encampments" in an effort to contain the spread of the virus. This idea was supported by members of the religious right who saw AIDS as a "gay disease" that reflected God's retribution toward homosexuals for

ungodly behavior. However, the Ryan White story began to soften public opinion about the disease.

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

VI. Recommendations (Choose a side. Tell your legislator what action to take and why he or she should take it. Do not apologize for what you believe to be the right course of action based on your evidence from peer-reviewed sources, not your belief. If you find peer-reviewed sources that support your beliefs, fine. If you do not, then you do not have evidence to make a case that supports you. Go with the evidence.) Also, you must discuss how your recommendation will affect a disempowered subpopulation differently and what to do about it. We will discuss this more in class.

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

As you write your policy memo, remember your audience and stay within the recommended *maximum* page limit of 12 pages, excluding the Title Page, References Pages, and Figure. Use a minimum of six peer-reviewed sources. Policymakers are busy people. Many people with varied interests are clamoring for their time and attention. For your memo to be effective, it needs to be on topic, concise, well organized, and well-substantiated. Policy memos are intended to be persuasive documents. Well-written and well-organized memos have a markedly better chance of influencing others toward your point of view. Note: Although policy memos are, in effect, position papers, they are not editorials. Provide evidence to support your conclusions. Advocacy Proposal (10 points)

Develop an advocacy proposal, with a focus on a vulnerable client subpopulation in your field agency. Define the problem clearly. Is the problem around access, service quality, billing, or another policy issue? What policies are interfering with better services? What is your solution? At what level of public policy should this problem be addressed? What is the best way to bring attention to the issue? Who needs to be involved in the effort? More details about this assignment will be provided during the course.

Advocacy Presentation (10 points)

Present your recommendations to a mock governing body consisting of your peers. A detailed rating scale will be provided to you to assist you in developing this presentation.

Public Policy Meeting (10 points)

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

- Get a signature from the meeting officials or an assistant of the official. If you get the signature from an assistant, you must get the signer's phone number. You can hand it to me in class.
- You can take a picture of yourself at the meeting and e-mail/text it to me.
- You can make a very short videotape of the meeting with you in it at some point and email/text it to me.
- I am open to other means of documentation.

You are encouraged to schedule this sooner rather than later. If you put this off, you run the risk that the meeting will be cancelled or postponed. Discuss these questions in your reaction paper:

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

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

Code of Student Responsibility:
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Academic Integrity:
All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of

plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: http://legal.uncc.edu/policies/up-407

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

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

Special Needs:
If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at http://legal.uncc.edu/policies/up-501. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

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

Other:
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Department Policies:
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Association of Social Workers (NASW) Code of Ethics
(http://www.socialworkers.org/pubs/code/code.asp).

Optional Bibliography/Reading List: TBD

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

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

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

Faculty Information: **TBD**

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

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

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

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

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

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

2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Understand the local and global contexts that produce and perpetuate mechanisms of oppression and discrimination (2.1.5)
6. Advocate for human rights and social and economic justice on multiple levels of practice (2.1.5)
7. Engage in culturally sensitive practices that advance social and economic justice (2.1.5)
8. Evaluate the strength and source of the evidence and employ the most valid, reliable, or authentic findings to inform practice (2.1.6)
9. Utilize culturally competent frameworks to guide the processes of assessment, intervention, and evaluation (2.1.7)
10. Apply critical analysis to understanding the person in context of an ever-changing social environment (2.1.7)
11. Advocate for culturally sensitive policies that enhance well-being and community strengths (2.1.8)
12. Use evidence-based practice in advocacy for policies that advance social and economic well-being (2.1.8)
13. Develop culturally responsive relationships with individuals, families, groups, organizations, and communities and attend to the interpersonal and social-contextual factors that strengthen and undermine those relationships (2.1.10a)
14. Demonstrate use of a theoretically informed knowledgebase that enables effective practice (2.1.10a)
15. Use multidimensional measures to assess outcomes on multiple-levels of practice (2.1.10b)
16. Assess readiness for change (2.1.10b)
17. Assess strengths and assets including adaptive strategies and responses (2.1.10b)
18. Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies (2.1.10b)
19. Use differential and/or multi-axial diagnostics in clinical practice with cultural competency (2.1.10b)
20. Demonstrate the use of appropriate techniques and models of change for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed (2.1.10c)
21. Collaborate with other professionals and relevant stakeholders to coordinate interventions and strategies (2.1.10c)
22. Demonstrate effective techniques and strategies to end or transition an intervention (2.1.10c)
23. Contribute to the social work profession through practice-based research (2.1.10d)
24. Utilize and disseminate practice and policy evaluation efforts (2.1.10d)

COURSE POLICIES:

REFERENCING AND ACCESSING APPROPRIATE SOURCES – As noted in the university policy below, referencing is expected whenever quoting or otherwise using others'

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

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

PROFESSIONALISM – In preparation for professional social work practice, students will be expected to attend class and be prepared to participate in classroom discussion and exercises. Participation that exemplifies professionalism will include the following:
- Punctuality;
- Thoughtful preparation for each class period;
- Regular contributions to class discussion and exercises;
- Respect for diversity (see p. 5 of this document);
- Respect for others in open and private dialogue;
- Openness to learning from others;
- Not disturbing others (through cell phones, texting, laptop use, etc.);
- Completion of assignments on time;
- Critical Thinking.

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

ATTENDANCE & PARTICIPATION – Because of the importance of learning from each other, students are expected to attend all class sessions having read the required readings listed on the course outline for that session, so that they can participate effectively in classroom discussions and exercises. Effective classroom participation will reflect students' own professional experiences, assigned readings, and critical thinking. Students are allowed one absence without penalty, all subsequent absences that are not due to extenuating and unforeseen circumstances will result in a one point (1) deduction from the final grade. Students are allowed one tardy without penalty. Subsequent tardies that are not due to extenuating and unforeseen circumstances will result in a half point (.5) deduction from the final grade.

ASSIGNMENT DUE DATES – Students are expected to turn in assignments on time unless the instructor is contacted in advance of the due date and an extension is agreed upon. Extensions and incompletes will be based on extenuating circumstances <u>beyond the student's control</u>. **The written class assignments will only be accepted through Moodle. If you will be submitting files in a format other than Microsoft Word, please inform the instructor before submitting**

the files. Assignments should be *uploaded to Moodle by the beginning of the class period on the day the papers are due*. If a student does not contact the instructor or if there are no extenuating circumstances, one point (1) will be deducted for each day an assignment is late. Papers more than one week late will not be accepted and the student will receive 0 points. One point (1) will be deducted if the assignment is not turned in during the first 10 minutes of class on the due date.

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

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

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

Evaluation Methods:

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

Grade Scale:

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

Topic/Unit Outline:

Class period	Topic outline
1	**Introduction to course** • Syllabus review • Planning change at macro levels • Effective task groups reprise
2	**Community interventions**

	• Community practice models • Target population roles in practice models • Politics & power in practice models • Role of evaluation in practice models
3	**Community interventions** • Comparative strengths & challenges of community practice models • Community practice skills
4	**Organizational development & interventions** • Organizational development & development models • Target population roles in development models • Politics & power in development models • Role of evaluation in development models
5	**Organizational development & interventions** • Comparative strengths & challenges of organizational practice models • Organizational practice skills *Intervention development project 1 due*
6	**Program planning** • Prescriptive planning models • Emergent planning models • Comparative strengths & challenges of program planning models
7	**Effectiveness-based planning and design for programs, organizations, & communities, part I** • Articulating a theory of change • Selecting an intervention strategy • Setting goals and objectives *Intervention development project 2 due*
8	**Effectiveness-based planning and design for programs, organizations, & communities, part II** • Intervention design
9	**Budget & resource planning** • Line-item budgeting • Functional budgeting • Program budgeting • Program feasibility & resource identification *Intervention development project 3 due*
10	**Budget & resource planning** • Program feasibility & resource identification • Sustainability planning *Intervention development project 4 due*
11	**Intervention monitoring & evaluation** • Management information systems • Formative & process evaluations • Summative evaluations • Impact assessments

	• Cost/benefit analyses
	• Audiences for monitoring & evaluation reports
12	*Intervention proposals due*
13	**leadership for organizational & community change** • Leadership styles in organizational & community practice • Role of self-awareness in organizational & community practice • Leadership skills in multicultural organizations & communities
14	*Proposal presentations due*
15	*Proposal presentations due*
16	**Course wrap-up & conclusion** *Leadership self-assessment due*

ASSIGNMENTS:

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

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

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

Project 2: Intervention Logic Model
Incorporating feedback about the intervention hypothesis, students will construct a logic model that depicts the proposed intervention. Students should use one of the logic model options discussed in class. In addition to the logic model, the students should provide a brief narrative that explains the model as it should be understood by the reader.

Project 3: Intervention Goals & Objectives
Incorporating feedback about the intervention logic model, students will complete goals and objectives for the proposed intervention. Objectives should include both process and outcome objectives. All objectives should include the following elements:

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

The assignment will be 1-2 pages long. A reference page should be added if standardized measurements are used. No literature or explanation is necessary for this assignment, but the

goals and hypothesis should make sense as a whole when read with the problem statement, intervention hypothesis, and logic model.

Project 4: Budget

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

5) Line item budget with three columns for: 1) funding requested, 2) contributions from other sources, and 3) totals

6) Line item for indirect costs allowable by targeted funding source in final budgetary total

7) Budget justification (list item by item and briefly explain the rationale for expenditures)

ASSIGNMENT 2: Intervention Proposal

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

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

in outline format)
- Intervention Hypothesis
- Complete outcome and process objectives placed with appropriate goal
- Activities (with responsible party and timeline) under appropriate process objectives
- Append logic model

7) Program Design & Structure (2-3 double-spaced pages)
- Description of design and structure
- Convincing argument as to why your design/structure is creative and relevant
- Flow chart of the program (can be appended)
- Necessary staffing (append job descriptions for paid staff and volunteers)
- Strategies to remove barriers that limit inclusion of populations at-risk in program implementation and evaluation

8) Monitoring, Evaluation & MIS (2-3 double-spaced pages)
- Description and justification of monitoring & evaluation plan
- List of data elements to be collected in MIS (list can be single-spaced and in columns)
- Fit of MIS to objectives

9) Budget (2-3 pages)
- Line item budget with three columns for: 1) funding requested, 2) contributions from other sources, and 3) totals
- Line item for indirect costs allowable by targeted funding source in final budgetary total
- Budget justification (list item by item and succinctly explain the basis for the figures in the budget)

10) Future funding/self sufficiency plan (1 page)
- Feasible plan for what you will do to become self sufficient

11) References

12) Appendices

ASSIGNMENT 3: Proposal Defense Presentation
Incorporating feedback from the Intervention Proposal, student groups will prepare and deliver a 10- minute program and budget presentation to a mock funding panel consisting of outside experts from the Charlotte community. The panel will be charged with determining the potential of your program to be funded by the targeted source. Program and budget presentations should include the following:

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

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

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

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Optional Bibliography/Reading List:

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

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

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

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

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

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

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

Credits, Days/Time, Location: 4 Graduate Credits; Days/Time & Location TBD

Faculty Information: TBD

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

Course Rational: 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:

1. Attend to professional roles and boundaries (2.1.1)
2. Use supervision and consultation to critically reflect on practice and self-correct professional behavior (2.1.1)
3. Apply ethical decision-making skills to issues on multiple levels of practice (2.1.2)
4. Apply ethical principles to decisions made on behalf of others, especially vulnerable populations with diminished autonomy (2.1.2)
5. Integrate and synthesize multiple forms of data into one's professional role (2.1.3)
6. Communicate effectively with diverse populations, multi- or interdisciplinary colleagues, and other social workers, using both oral and written mechanisms (2.1.3)
7. Respect diversity among client systems and professionals and conduct social work practice with cultural competency (2.1.4)

8. Recognize the context of social problems and analyze different social constructions of the challenges faced by client systems (2.1.4)
9. Increase self-awareness in order to recognize and manage personal biases and values when working with diverse groups (2.1.4)
10. Use knowledge of the effects of oppression, discrimination, stigmatization, and historical trauma to guide planning and intervention on multiple levels of practice (2.1.4)
11. Understand the local and global contexts that produce and perpetuate mechanisms of oppression and discrimination (2.1.5)
12. Advocate for human rights and social and economic justice on multiple levels of practice (2.1.5)
13. 13. Engage in culturally sensitive practices that advance social and economic justice (2.1.5)
14. Use practice processes/observations to guide further research (2.1.6)
15. Evaluate the strength and source of the evidence and employ the most valid, reliable, or authentic findings to inform practice (2.1.6)
16. Utilize culturally competent frameworks to guide the processes of assessment, intervention, and evaluation (2.1.7)
17. Apply critical analysis to understanding the person in context of an ever-changing social environment (2.1.7)
18. Advocate for culturally sensitive policies that enhance well-being and community strengths (2.1.8)
19. Use evidence-based practice in advocacy for policies that advance social and economic well-being (2.1.8)
20. Continuously discover and appraise relationships with individuals, families, groups, organizations, and communities and attend to the interpersonal and social-contextual factors that strengthen and undermine those relationships (2.1.9)
21. Develop culturally responsive relationships with individuals, families, groups, organizations, and communities and attend to the interpersonal and social-contextual factors that strengthen and undermine those relationships (2.1.10a)
22. Demonstrate use of a theoretically informed knowledgebase that enables effective practice (2.1.10a)
23. Use multidimensional measures to assess outcomes on multiple-levels of practice (2.1.10b)
24. Assess readiness for change (2.1.10b)
25. Assess strengths and assets including adaptive strategies and responses (2.1.10b)
26. Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies (2.1.10b)
27. Use Differential and/or multi-axial diagnostics in clinical practice with cultural competency (2.1.10b)
28. Demonstrate the use of appropriate techniques and models of change for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed (2.1.10c)
29. Collaborate with other professionals and relevant stakeholders to coordinate interventions and strategies (2.1.10c)
30. Demonstrate effective techniques and strategies to end or transition an intervention (2.1.10c)
31. Contribute to the social work profession through practice-based research (2.1.10d)

32. Utilize and disseminate practice and policy evaluation efforts (2.1.10d)

Course Policies:

1. Participate in field placement a minimum of 24 hours per week each semester.

2. Notify the field instructor and field liaison prior to the start of work on any day that the student is unable to attend field work duties.

3. Develop a learning contract acceptable to the student, field instructor, and faculty liaison.

4. Work with a sufficient number of clients so that the competencies in the course objectives can be met.

5. Work with a variety of clients and problem situations.

6. Participate in a minimum of one one-hour-long supervisory conference each week.

7. Integrate classroom learning with the field experience.

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

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

Course Organization & Participation
Class attendance and participation are important elements of the seminar. Attendance and participation in seminar class will be considered when determining the student's final grade for the advanced social work practicum course. Students are expected to actively contribute to discussion topics.
Positive seminar participation and professionalism includes:
- Enthusiastic participation in discussion and exercises.
- Responsible and accountable behavior that respects others, respects deadlines, completes assignments on time, and accepts feedback in a positive manner.

·   Responding to questions posed in class.
·   Asking good questions.
·   Being a respectful listener
·   Appropriately presenting alternative views to those raised by others
·   Offering comments that are encouraging, or that clarify or summarize ongoing discussion
·   Making contributions that demonstrate connections you discover between course work and field work.
·   Demonstrating a commitment to an essential social work value that includes respect for the dignity and worth of every individual and his/her right to social justice.

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

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

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

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

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

Spring Semester Attendance & Participation   (25 points)
Spring Semester Updated Learning Agreement   (25 points)
Spring Semester Written Assignment   (25 points)
Spring Semester Written Assignment   (25 points)
Total   **100 Points**

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

Grade Scale:

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

Topical/Unit Outline:

Spring 2013 Semester Schedule:

January XX   First Day of Field Internship

January XX   MLK Holiday

January XX   Seminar Class
                    <u>Review Updated Learning Agreement</u> with emphasis on goals for the
                    final semester
                    Discussion about barriers to services in your agency/organization/
                    community that adversely impact services, hinder economic and social
                    justice, and/or create a climate not conducive to cultural acceptance.
                    (2.1.3, 2.1.4, 2.1.5, & 2.1.8)

February XX   Seminar Class
                    All sections meet to hear guest speaker on N.C. Licensure Process (2.1.1)
                    CHHS Room

March XX   Spring Break

March XX   Seminar Class
                    Discussion of evidenced based practice models and interventions
                    <u>Written Assignment Due: Case Presentations</u>
                    (2.1.3, 2.1.6, 2.1.7, 2.1.9 & 2.1.10)

April XX   Field Awards & Celebration Event

April   XX   Seminar Class
                    Discussion: termination and referral at your internship (2.1.3 &
                    2.1.10)
                    Reading: Walsh, J. Termination and your field placement.
                    The New Social Worker. 2002. 9(2): pages 14-17.
                    Discussion & review of resumes and cover letters (2.1.1)

                    Last Day of Field internship

<u>**Written Assignment Due: Value Added Essay**</u>
(2.1.1, 2.1.3, 2.1.4 & 2.1.5)
<u>**Final Evaluations Due**</u>

May XX   Final Exam Seminar Class

May XX   CHHS Awards & Hooding Ceremony

May XX   Graduation

<u>Assignments:</u>

<u>Class Participation</u>
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.

<u>Criteria for grading papers</u>
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.

<u>Case Presentation: Discussion of Theoretical Models, HBSE Perspectives, Social Systems, and Policies (2.1.3, 2.1.7, 2.1.8, 2.1.9, 2.1.10)</u>

Due March 20XX
Each student should be prepared to do a brief informal 10 minute case presentation of a case he/she is working with in the field practicum – an individual, family, or group session. This can be a case you have been assigned or one you are shadowing with your supervisor or another colleague; a member of a group you are co-facilitating or observing. Be sure to protect the confidentiality of your client system as you present your case and prepare your outline. Since you only have 10 minutes to present your case, you must be selective in what you choose to share. You do not have to share everything that you include in your outline. The purpose of the presentation is for you to practice giving specific details about a case, to practice being succinct and critically thinking about what information is most vital when presenting cases in team meetings.

Provide the instructor and your classmates with a <u>one page outline</u> of your presentation.
Your outline should focus on identifying the following information:
Name and mission of your agency
Types of theoretical models and intervention strategies widely used at your agency (CBT, Solution Focused, Strengths Perspective, Family Systems, Crisis Intervention, etc.)

Client's presenting problem
Identified goals to help problem solve client's issues.
Intervention strategy/strategies you used with your client to meet contracted goals
Identify one HBSE perspective that is essential in understanding how to best meet your client's needs (biological, social, cultural, psychological and/or spiritual development)
Identify one social system that has either promoted or deterred your client in achieving his/her goals (family, organization, or community based system)
Identify one policy (agency, local, state and/or national) that has had a role in the services you can and should deliver to your client.

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

Due April XX, 20XX
As you have completed another step in the journey to becoming a master's level professional social worker, hopefully a sense of pride and competence is emerging for you. Each student is to write a 3-4 page paper that describes the meaning of your practicum experiences, your graduate coursework, peer relationships, and faculty advising for your personal and professional life. Include in your paper how you feel you have achieved a sense of accomplishment by describing the social work knowledge you have increased, the social work practice skills you have begun to master, any theoretical frameworks you have applied, and by clarifying the personal and professional values you have identified. Pay special attention to the level of cultural competence you think you have gained. For example, what self awareness have you gained about your own culture and the culture/diversity of others with whom you may work.
You may choose to focus on how your perception of social work has changed since the beginning of your graduate experiences and what factors contributed to this change (field internship, course work, relationships, etc.). Or, you may focus on what your strengths and areas for growth are after completing this graduate experience and/or what value has been added to your personal and professional life since you began your graduate career.
In addition please note three to five actions that are reasonable and feasible for you to do as you continue on in your in your professional career that will increase your knowledge and skills and your cultural competence, your professional growth, and your advocacy efforts on behalf of clients, especially those who are marginalized and oppressed.

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

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

Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will adversely affected by academic dishonesty. Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction in the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or http://legal.uncc.edu/policies/ps-105.html. Students are expected to report cases of academic dishonesty to the course's instructor.

Academic integrity refers to cheating and plagiarism.

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

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

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

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

Department Policies:

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

Optional Bibliography/Reading List: TBD

This is a course which has a clinical field component. The student is responsible for complying with requirements in affiliation agreements affecting students in clinical settings.
If there is a disaster (for example, a fire or bomb threat), or any event at an agency that results in a student being unable to engage in the clinical educational responsibilities, please report the disaster or event to Sue Marchetti, Coordinator of Field Education, Department of Social Work, either at 704-687-7932 or at smarche3@uncc.edu.

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

Course Number and Title: SOWK 7651: Reflection and Synthesis

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

Faculty Information: TBD

Catalog Description - Prerequisites: SOWK **7222, 7443** Corequisites: SOWK 7223, SOWK 7444. Provides MSW students with an opportunity to practice personal reflection, synthesize their learning from the MSW program, and demonstrate competency.

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

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

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

1. Engage in career-long, critically reflective learning (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Integrate and synthesize multiple forms of data into one's professional roles (2.1.3)
4. Communicate effectively with diverse populations, multi- or interdisciplinary colleagues, and other social workers, using both oral and written mechanisms (2.1.3)
5. Recognize the context of social problems and analyze different social constructions of the challenges faced by client systems (2.1.4)
6. Increase self-awareness in order to recognize and manage personal biases and values when working with diverse groups (2.1.4)
7. Continuously discover and appraise changing societal contexts and analyze the links between evidence-based practices and trends for agencies and communities (2.1.9)

Course Policies:

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

Students who are tardy for class or leave before class has ended will be considered absent for roll-keeping purposes. If you arrive late or leave early and would like your absence changed to a tardy, you must see the professor at the end of that day's class to make the correction; otherwise, the recording of an absence will remain permanent. Students who are tardy or who leave class early will receive one-half an absence for that day.

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

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

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

Some websites which are NOT to be used:
16. http://www.wikipedia.org/ This website contains non-peer reviewed information that has not been assessed for accuracy – therefore it is an unreliable source.
17. Websites that do not contain authors, contact information, etc.

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

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

Required Texts:

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

Evaluation Methods:

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

Grade Scale:

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

Topical/Unit Outline:

Module 1 – Professional Social Work
➢ Review NASW Code of Ethics
➢ Identifying as a Professional Social Worker
➢ Professional Development
➢ Overview of the Five Domains: Area of Interest, Theory, Practice, Policy, Research
➢ Video Clips regarding the Domains by MSW Faculty Members (on Moodle)
➢ Elements of the Electronic Portfolio

Module 2 – Identifying your Area of Interest
➢ Your Area of Interest
➢ Defining and Operationalizing Terms
➢ Prevalence Rates
➢ Demographics of Population
➢ Working with Diverse Groups

Module 3 – Analyze and Synthesize Theories
➢ Identify and Analyze the most Prevalent Theories, Frameworks, and Perspectives for Understanding your Area of Interest
➢ Including Practice with Individuals, Families, Groups, and Communities

Module 4 – Select and Evaluate Practice Methods
➢ Identify and Describe the most Common Problems Clients Experience in your Area of Interest
➢ Including Individuals, Families, Groups, and Communities

- ➢ Engaging those with whom you Work as Informants
- ➢ Identify the most Prevalent Practice Interventions Employed in your Area of Interest
- ➢ Keeping your Services Relevant

Module 5 – Analyze and Reference Social Policies
- ➢ Review the Policies which most Explicitly Facilitate and Guide Social Workers and Allied Professionals Working in your Area of Interest
  - o Public policies: Federal, state, and local
  - o Policies of non-profits/for profits
- ➢ Contemporary Public Policy Issues
- ➢ Social Values Related to the Policies
- ➢ Stakeholders/Opponents of the Policies
- ➢ Identify any Policy Reform

Module 6 – Summarize and Critique Classic and Current Research
- ➢ Review the Empirical, Scholarly Literature for Classic Studies which have Set, Challenged, or Changed Paradigms within your Area of Interest
- ➢ Review the empirical for current studies which are considered cutting edge of knowledge development within your area of focus
- ➢ Discuss methodological issues/limitations of both classic and current studies
- ➢ What role does social work play in producing quality research related to your area of interest
- ➢ Summarize the current state of knowledge for your area

Module 7 – Personal Reflection and Self-Correction
- ➢ Personal Reflection and Self-Correction: Reviewing your Application Essay
- ➢ Crafting your Application Essay Response
- ➢ Eliminating the Influence of Personal Biases and Values
- ➢ Responding to Contexts that Shape Practice
- ➢ Discover, Appraise, and Attend to Changing:
  - o Locales and populations
  - o Scientific and technological developments
  - o Emerging societal trends

Module 8 - Providing Leadership in Service Delivery and Practice
- ➢ Improving the Quality of Social Services
- ➢ Promoting Sustainable Changes
- ➢ How to Engage in Career-Long Learning

Assignments:

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

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

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

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

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

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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).

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Optional Bibliography/Reading List: TBD

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

Course Number and Title: SOWK 7010: School Social Work

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

Faculty Information: TBD

Catalog Description: Students will explore school social work practices from a theoretical as well as practical point of view. The course also focuses on the roles of school social workers and the type of issues they confront. **Pre-requisites:** SOWK 6131, 6141, 6232, 6242. **Co-requisites:** NA

Course Rationale: The course assumes that you have an interest academically and professionally in social work. Social work skills will be utilized in the classroom through discussion, classroom participation and presentations. Through readings, discussions, guest speakers, journal assignment, short paper and group presentation, you will examine school social work practices from a theoretical as well as realistic point. Completion of the course should provide you with a more realistic understanding of practices, policies and the role of the school social worker.

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

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

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

2.   Apply social work ethical principles to guide professional practice (2.1.2)

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

4. Engage diversity and difference in practice (2.1.4)

5. Appreciate theoretical and applied school social work practices with vulnerable populations.

6. Understand the impact of multi-level psychosocial influences on school-based outcomes

7. Ability to critically analyze the relationships among ethics, communities, school systems, schools, classrooms, families, and students

Course Policies:

Attendance Policy
Class attendance is crucial. You are expected to arrive on time and remain for the entirety of each class. You will be allowed up to two absences without penalty. Should you exceed two absences, your overall grade point total will then be reduced by three points for each subsequent absence.
Students who are tardy for class will be considered absent for roll-keeping purposes. If you arrive late and would like your absence changed to a tardy, you must see the professor at the end of that day's class to make the correction; otherwise, the recording of an absence will remain permanent. Each tardy will result in a 1 point (per tardy) reduction in your overall grade point total.
Those who have no absences or tardiness for the semester will receive a bonus of 3 points added to their overall points total.

Cell Phones, Beepers, Etc.
Please turn off cell phones and beepers before entering class.

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

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

Required Texts: NA

Evaluation Methods:

Exam #1	15 pts.
Graduate Research Project	25 pts.
Exam #2	15 pts.
Journal Assignment	20 pts.
Group project	20 pts.
Class participation	5 pts.
Total	**100 pts.**

Grade Scale:
A = 90-100%
B = 80-89%
C = 70-79%
U = $\leq$70%

Topic/Unit Outline:

First Session:
Course introduction
Review of assignments, syllabus and course requirements
Journal entry 1 – Complete in class.
What does a school social worker do?

Session Two:
Issues in American Schools
Paper Topic Due
Journal entry 2 –Describe your favorite and least favorite teacher from your past educational experiences.

Session Three:
Historical development, influence and practices.
Journal entry 3 – Based on your own experience, did a social worker, teacher, guidance counselor, custodian play a part in your education? If not, could they have?
Group Topic Due

Session Four:
Social Organization of Schools
Ecological Perspective of Social Services in Schools
Journal entry 4 – What problems face today's school social workers? How may these problems differ from the past?

Session Five:
Journal entry 5 – What type of student were you in school? What are your own expectations of students today?

Session Six:
Journal entry 6 – How has poverty, violence, television influenced schools today? Did you experience any exposure to violence as a student? How did it affect you? Did you experience poverty as a student?

Session Seven:
Children With Disabilities
Journal entry 7 – Describe your supportive framework as a student? What was your peer group like? Did you have family support? Community support? How were you viewed within your peer group? Outside of your peer group?
Present Group projects

Session Eight:
Exam

Session Nine:
Children with Disabilities
Some Target Groups of Children

Journal entry 8 – Describe a child from your past experiences that may have experienced ridicule due to racism, gender, poverty, physical attributes, low or high intellectual abilities. Your feelings at the time and how they differ today? Did you experience any ridicule or discrimination?

Session Ten:
Securing Equal Educational Opportunity: Language, Race and Sex
School Social Work Paper due.
Journal entry 9 – Describe your worst school experience.

Session Eleven:
The Design of School Social Work Services
Journal entry 10 – Describe race relations at your school as a student. Any visible signs of racism? Were you effected? How would you work with a racist student today?

Session Twelve:
Class presentations
Journal entry 13 – Ann is a 13 year old female. She lives with her mother and younger sister in a lower middle class neighborhood. She sees her father rarely; he does not provide child support. She spends a rare Saturday with her dad and helplessly watches as he sells drugs from his car. He tells her not to tell anyone. She tells you as the school social worker. What would you do? What ethical issues may arise?

Session Thirteen:
The Delivery of School Social Work Services
Journal entry 11 – Interview a school social worker. Do you like your job? What do you do? What do you dislike? Are you valued and supported?

Session Fourteen
Evaluation of Programs and Practices
Journal entry 12 - Kelly is a 12-year-old female struggling with her sexuality. She has confided in you that she may be gay. From everything she says, it may be true. What do you do? What ethical issues may arise? How would you respond?

Session Fifteen:
Exam
Journals due.
Journal entry 14 – What type of student would you enjoy working with and why? What type of student would you have the most difficulty working with and why?

Assignments:

Weekly Journal Assignment
A major role in becoming an effective school social worker is developing skills and abilities to make ethical social work decisions. This assignment will give you the opportunity to use your own skills and judgment in response to questions or case examples of school social work. Each

class you will be expected to have answered the question(s) on paper and share your views with the class individually or as a group. Your final journal will include 14 entries based on your personal knowledge, professional skills and ethical values and should reflect graduate level work. Questions listed on course outline. **Due last day of class.**

Graduate Research Project

Identify a current problem or issue in the educational system. Research the topic and present your paper to the class as well as a 12 – 14 page written paper. Your presentation should be informative and interesting.

Program Research Project

Identify and research a program/ organization that could benefit a student.   Research and present the project to the class. Your grade will be based on your presentation.

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

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

Academic Integrity:

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

Course Credit Workload.

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

Special Needs:

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

Diversity Statement:

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

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

Religious Accommodation:

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

Department Policies:

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

Optional Bibliography/Reading List: NA

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

Course Number and Title: SOWK 7020 – Social Welfare and Philanthropy

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

Faculty Information: TBD

Course Description - This elective course introduces MSW and other graduate students to philanthropy and allows them, 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. **Prerequisites:** N/A **Co-requisites:** N/A

Course Rationale: A significant portion of work in the social welfare arena involves the nonprofit sector, a sector dependent on philanthropy in order to function and survive. Philanthropy in the nonprofit sector relates to every dimension of social work practice. On a micro level, funding supports the direct services provided by social workers and other human service professionals. On a macro level, organizational administrators and community leaders collaborate with foundations and other philanthropic entities to support organizational, community, and societal change. In addition to the development of foundational knowledge and concrete skills, the course considers philanthropy as it relates to social justice and the NASW Code of Ethics.

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

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

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

2. Apply social work ethical principles to guide professional practice (2.1.2)

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

4. Engage diversity and difference in practice (2.1.4)

5. Capability to discriminate the unique implications of micro from macro-level social work practice on obtaining public-sector funding

6. Acquire insight into recognizing stakeholders' roles when proposing and obtaining philanthropic funding.

7. Become aware of the role of philanthropic enterprises within field practicum settings.

Course Policies:

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

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

PROFESSIONALISM – In preparation for professional social work practice, students will be expected to attend class and be prepared to participate in classroom discussion and exercises. Participation that exemplifies professionalism will include the following:
- Punctuality;
- Thoughtful preparation for each class period;
- Regular contributions to class discussion and exercises;
- Adherence to diversity "ground rules" (see p. 3 of this document);
- Respect for others in open and private dialogue;
- Openness to learning from others;
- Not disturbing others (through cell phones, texting, laptop use, etc.);
- Completion of assignments on time;
- Critical Thinking.

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

Taking notes and outlining salient points are helpful study tools for enhancing your understanding and retention of the information from the readings and class lectures/discussions. Ask questions about material you did not understand and discuss material you found provocative. Examples of class participation include:
- Responding to questions posed in class;
- Asking thoughtful questions;

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

Students are expected to notify the instructor if they will be absent due to extenuating and unforeseen circumstances. Students are allowed one absence without penalty, all subsequent absences that are not previously discussed with the instructor will result in a one point (1) deduction from the final grade. Episodes of tardiness that are not previously discussed with the professor will result in a half point (.5) deduction from the final grade.

ASSIGNMENT DUE DATES – Students are expected to turn in assignments on time unless the instructor is contacted in advance of the due date and an extension is agreed upon. Extensions and incompletes will be based on extenuating circumstances beyond the student's control. If a student does not contact the instructor or if there are no extenuating circumstances, one point (1) will be deducted for each day an assignment is late. Papers more than one week late will not be accepted, and the student will receive no points.

Assignments should be turned in electronically to the instructor's UNC Charlotte e-mail account by 5:30 PM on the day the papers are due. Papers turned in after 5:30 PM will lose one (1) point.

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

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

Required Text:

Klein, K. (2007). *Fundraising for Social Change.* Fifth Edition, Revised and Expanded. San Francisco, CA: Jossey-Bass/Chardon Press Series.

Salamon, L.M. (2003). *The Resilient Sector: The State of Nonprofit America.* Washington, DC: Brookings Institution Press.

Evaluation Methods:

The Role of Philanthropy in Field Agency (individual)	**25 points**
Fundraising Proposal Presentations (group)	**25 points**

Class Participation   **50 points**
TOTAL: **100 points**

Grade Scale:

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

Topic/Unit Outline:

Session One:	**Topic:** Course Overview
Guest Speaker – Lauren McDonald	**Discussion:** • Introductions • Review of Syllabus • Review of Required Textbooks • Students4Giving Discussion
Unit A: The Role of Philanthropy in Social Work and Social Welfare	
Session Two:	**Topic:** The Role of Philanthropy in Social Work and Social Welfare
	Required Reading: • *Fundraising for Social Change*, Part One: Fundraising Framework • *The Resilient Sector:* Chapters One – Four
	Students4Giving: • Program Review • Choose Grant Focus • Identify Dissemination Targets • Collect Additional Local Information on Problems and Needs
Unit B: Grant Making	
Session Three:	**Topic:** Understanding Grants & Requests for Proposals
	Required Reading: • *The Resilient Sector:* Chapters Five – Six • CCANN/Students4Giving Materials • Sample RFPs
	Students4Giving: • Develop Request for Proposals (RFP)

Session Four: Students4Giving – Prepare RFP for dissemination	Topic: Grantmaking Considerations (Capital, General Operating, and Restricted Grants)
	Students4Giving: • Review Final RFP • Develop Evaluation Matrix

Unit C: Fundraising

Session Five:	Topic: Developing Relationships- The Importance of Cultivation
	Required Reading: • *Fundraising for Social Change*, Part Two: Acquiring and Keeping Donors
	Students4Giving: • Develop Award Notice • Develop Notice to Other Applicants
Session Six: DUE: Assignment 1 – The Role of Philanthropy in Field Agency Students4Giving – Application Deadline	Topic: Case Statements & Development Plans
	Required Reading: • *Fundraising for Social Change*, Part Six – Seven: You, The Fundraiser & Budgeting and Planning
	Students4Giving: • Develop Media Release and Identify Media Outlets
Session Seven: Guest Speaker – Heather Shaughnessy	Topic: Special Events & Donor Recognition
	Required Reading: • *Fundraising for Social Change*, Part Three: Strategies for Upgrading Donors • Grant Proposals
	Students4Giving: • Rank and Discuss Proposals • Plan Media Event

Unit D: Ethical Issues in Philanthropy

Session Eight: Students4Giving – Notify Applicants	Topic: Appropriate use of Funds, Terms and Conditions, Tracking Expenditures, Reporting, Transparency, Program Changes
	Required Reading: • *Fundraising for Social Change*, Part Eight: Special Circumstances and Resources (A – D)

	Students4Giving:
	• Plan Media Event • Develop Proposals for Fundraising to Propose to GSWA

Unit E: Best and Promising Practices in Philanthropy	
Session Nine: **DUE:** Assignment 2 – Fundraising Proposal	**Topic:** Fundraising Campaigns
	Required Reading: • *Fundraising for Social Change*, Part Four: Fundraising Campaigns
	Students4Giving: • Finalize Media Event Plans • Present Fundraising Activity (to Propose to GSWA) in class
Session Ten	**Topic:** Fundraising Management
	Required Reading: • *Fundraising for Social Change*, Part Five: Fundraising Management
	Students4Giving: • Present Fundraising Proposal Presentation to Panel & GSWA Membership
Session Eleven	**Final Exam Period** (6:30 – 9:00 PM)
	Students4Giving: • Grant Award Event

Assignments:

ASSIGNMENT 1: The Role of Philanthropy in Field Agency

Individual Assignment – Students will discuss practical applications of philanthropy, using examples from first-year placements or other agency experiences. Students will discuss the role of philanthropy in supporting the business operations of the agency.

Content for Assignment 1:
1. Organization Information (2 pages)
   a. Discuss the agency's mission, goals, history, target population, and services
2. Funding Sources (1 page)
   a. Discuss the agency's current funding streams for the agency and any threats to funding

   b.Discuss the agency's capacity for grant making and fundraising (e.g., staff responsible)
  3. Opportunities for grant making and Fundraising activities (4 pages)
   a.Discuss any need/opportunities for supporting general operating costs
   b.Discuss any need/opportunities for supporting capital needs (equipment, facility renovations, etc.)
   c.Discuss any need/opportunities for supporting enhancements to individual programs or services
  4. Recommendations (1 page)
   a.Discuss recommendations for grant making and fundraising activities to address the above needs/opportunities
   b.Include any recommendations for increasing agency capacity for grant making and fundraising (if appropriate)

Paper should be eight double-spaced pages, excluding reference pages (if applicable), and follow APA guidelines. The paper should have one-inch margins and 12-point font. One point (1) per page will be taken off the assignment grade for papers exceeding eight pages.

Grading criteria for Assignment 1:
  1. Organization of Paper and Clarity of Writing Style (10 points): Ability to address the assignment in a clear and concise manner; correct grammar, spelling, sentence, and paragraph construction; and use of appropriate documentation and referencing
  2. Quality of Paper (15 points): Ability to address the content above with respect to page limitations

IX. **ASSIGNMENT 2:** Fundraising Proposals and Presentations

Class/Group Assignment – The class will develop a fundraising proposal or proposals to replenish grant funds for use in the next academic year. The class may choose to develop one proposal or work in small groups to provide for more than one strategy. Proposals must be developed in alignment with university policies. Proposals will be presented in class on July 28, and then to Graduate Social Work Association (GSWA) membership and panel on August 4.

Content for Assignment 2:
  1. Indicate the goal for fundraising in the next academic year
  2. Outline the strategy or strategies for meeting the fundraising goal
  3. Detail the resources needed to implement strategy(ies): up-front expenses, persons needed to implement, in-kind donations, time, space, advertising, etc.
  4. Highlight any special considerations: university policies, audience, donor history, etc.

Grading criteria for Assignment 2:
  1. Organization of Proposal and Clarity of Presentation Style (10 points): Ability to address the assignment in a clear and concise manner; correct grammar, spelling, sentence, and paragraph construction; use of appropriate documentation and

referencing in PowerPoint presentation and/or handouts; and professionalism in presentation

2. Quality of Presentation (15 points): Ability to address the content above with respect to successful fundraising strategies discussed throughout the course, with respect to university policies

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ACADEMIC INTEGRITY:

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COURSE CREDIT WORKLOAD:

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

SPECIAL NEEDS:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at http://legal.uncc.edu/policies/up-501. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

DIVERSITY STATEMENT:

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

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (http://legal.uncc.edu/policies/up-502) and the policy on Responsible Use of University Computing and Electronic Communication Resources (http://legal.uncc.edu/policies/up-307). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

RELIGIOUS ACCOMMODATION:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester http://legal.uncc.edu/policies/up-409. The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (http://registrar.uncc.edu/calendars/calendar.htm) .

DEPARTMENT POLICIES:

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

Optional Bibliography/Reading List: TBD

ATTACHMENT 3: CHANGES TO CATALOG COPY

The following section shows the current MSW program description and curriculum. "Track changes" is used to indicate proposed changes.

MASTER OF SOCIAL WORK

The Master of Social Work (MSW) degree prepares students for advanced social work practice with individuals, families, small groups, organizations, and communities in a variety of public,

voluntary, and proprietary human service settings. Graduates are skilled in addressing the many social and individual problems of society—especially for those who constitute membership in low income, vulnerable, and historically oppressed groups. The **Full-Time Program** takes four semesters of course and field work beyond the bachelor's degree from an accredited college or university. The first practicum starts in the Fall semester of the first year and continues through Spring semester. The second practicum spans the Fall and Spring semesters of the second year. The **Extended Program** takes three years to complete. There is no practicum the first year; the first practicum starts in the Fall of the second year and continues through Spring. The second practicum is completed in the Fall and Spring of the third year. The **Advanced Standing Program** is available for eligible students with a Bachelor of Social Work (BSW), and consists of course and field work, spanning over one calendar year of full-time study (Summer, Fall, and Spring semesters). Students in the Advanced Standing program complete the MSW in one calendar year. Admission to the Advanced Standing program assumes the student is competent in knowledge, values, and skills typically learned during the first year of the Full Time MSW program. Advanced Standing students begin in the Summer Session with courses that prepare them to enter the second year of the Full Time MSW program.   The UNC Charlotte MSW degree is fully accredited by the Council on Social Work Education, the national accrediting organization for social work education programs.

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

The following key themes undergird the advanced knowledge and practice behaviors associated with the successful engagement, assessment, intervention, and evaluation of client systems:
  • **Context** – Recognizes the inseparability of individual struggles and social issues;
  • **Multi-Level Practice** – Takes action on multiple levels of social work practice;
  • **Evidence-Based** – Engages in research-informed practice and practice-informed research;
  • **Strengths** – Understands and employs the strengths of vulnerable populations but also insures their capacity and power to engage societal opportunities;
  • **Cultural Sensitivity and Humility** – Conducts social work practice with cultural sensitivity and humility;
  • **Local and Global** – Practices social work in communities everywhere; and
  • **Critically Reflective** – Encourages the continuous development of critically reflective practitioners

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

Additional Admission Requirements

Full-time and extended Extended Sstudy students begin in the Fall semester. Advanced Standing students begin in May. The department admits students to the MSW program once a year. The deadline for all application materials for all programs is February 1. Admission is selective. In addition to the general requirements for admission to the Graduate School, applicants for the MSW program are required to meet the following criteria: submit:

1. **For Full Time and Extended Study applicants, a Minimum minimum 3.25 GPA for the last two years and 3.0 GPA overall for undergraduate work. Advanced standing Standing students applicants must have a BSW degree from a Council on Social Work Education (CSWE) accredited program within the past five years and have a 3.5 GPA in the last four years of study.**

2. **Acceptable scores on the GRE.** In 2011 a new GRE, including a new scoring system, began to be used. We indicate acceptable scores below using the new scoring system. Since it is likely that acceptable scores will change as time passes and more data are available, applicants Applicants are encouraged to consult the Department's webpage for updates on minimally acceptable GRE scores. The total quantitative and verbal scores should be in the range of 300. Marginal GRE scores may be offset by other exceptionally strong components of the application. Applications with total scores below 280 are considered marginal but would not prohibit the applicant from consideration.

3. **Liberal Arts foundation.** Students must present evidence of having a liberal arts foundation for MSW study. Courses in statistics and human biology are required. In addition, transcripts may be evaluated for a liberal arts foundation with courses in the humanities, the social and behavioral sciences, and the physical sciences, for example.

4. **Personal Essay.** Social work applicants should submit a Personal Essay and a Résumé resume in place of the Statement of Purpose Form required by the Graduate School. (See #5 below for instructions on the Resumeresume). The Personal Essay should be five pages in length and must include the following:

   a. Please discuss your reasons for seeking admission to UNC Charlotte's MSW Program.
   b. Are you interested in Full-time, Extended study, or Advanced Standing? How will you manage your schedule and resources to meet the demanding program requirements and attend to self self-care?
   c. How are your personal career interests congruent with the UNC Charlotte MSW program?
   d. The Social Work Program values diversity in its student population. Diversity may be defined in terms of race, age, ethnicity, gender, sexual orientation, religion, unique skills, or life experiences. What personal characteristics, unique skills, or life experiences will you bring to the program?
   e. Social workers practice with individuals from historically oppressed and diverse groups. Will people from particular groups be challenging for you to work with, either because of your personal values and/or attitudes? How will you handle this?

    f. Describe a time when you were given critical feedback. What was your reaction to that experience? What did you learn about yourself?

    g. As a prospective graduate student, what strengths and skills do you bring to the program? What do you identify as your areas of growth?

    h. Describe a time when you offered help to someone else (other than a family member). Explain your reaction. What did you learn about yourself?

    i. Your signature and date.

5. **~~Résumé~~Resume.** The ~~résumé~~ resume is an addendum to the Personal Essay, and it should outline the applicant's educational, work, and volunteer experience, and special skills or attributes. The attachment should be no more than two pages and should be in ~~résumé~~ format. Be sure the ~~résumé~~ resume includes all of the following:

    a. Personal data
        i. Name, address, phone number, email address

    b. Educational experience
        i. Institutions and the dates you attended
        ii. Your academic degrees awarded, including majors and minors

    c. Work experience
        i. List all positions in chronological order (beginning with most recent) with a 2-3 line job description for each
        ii. Include all beginning and ending dates for each position
        iii. Identify if a MSW or a BSW level social worker supervised you
        iv. Indicate whether the position was full-time or part-time

    d. Volunteer experience
        i. List all positions in chronological order (beginning with most recent) with a 2-3 line job description for each
        ii. Include all beginning and ending dates for each position and the number of hours per week of volunteer time
        iii. Identify if an MSW- or a BSW-level social worker supervised you

    e. Professional affiliations and honors from school, profession, or community
        i. List any memberships in professional organizations and service groups
        ii. List any offices held in these organizations
        iii. Add honors or special awards received

6. **Letters of Recommendation.** Each applicant should provide three letters of recommendation. For recent graduates, at least two letters must be from faculty members. For applicants who have been out of the education system for five or more years, letters should be from employment or volunteer supervisors. Ideally, references will be written by MSW social workers or others who can speak to your suitability for the MSW. The professionals providing references for you must complete two items: 1) an online recommendation form; and 2) a narrative letter (see below). The Office of Graduate Admissions will email the link to the online form to the person providing the reference. Applicants should notify references that the UNC Charlotte MSW program requires both the Graduate School form checklist and a narrative letter uploaded onto the form. This letter should be submitted on business stationery, and it should identify the writer's title and educational credentials.

For Advanced Standing students, one letter should be written by your agency field instructor or University field liaison. Advanced Standing applicants are asked to send a copy of their final field evaluation to the Department of Social Work prior to enrollment. (Note: Please contact the department for the appropriate email address.)

All ~~Applicants~~ applicants should be sure to inform those writings letters of recommendation to not only describe aptitude for graduate education, but also cover the following items:

a. Volunteer or work activities and duties
b. Skills and values relevant to social work practice with diverse populations
c. Enthusiasm for learning
d. Responses to supervision and critical feedback
e. Ability to collaborate with others
f. Overall strengths and challenges relevant to graduate study

7. **Interview.** Applicants may be required to participate in an interview process.

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

Degree Requirements

Note: In order to ensure that social work services remain of high quality and relevant to an ever-changing clientele, the MSW Curriculum is being revised. Revisions are also necessary to maintain accreditation with the Council on Social Work Education. Be sure to visit the Department of Social Work website (socialwork.uncc.edu) to read the most up-to-date curriculum information.

~~First Year Curriculum~~Full-Time Program (Two Years)

First Year Curriculum
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 6212 Advanced Social Work Practice with Individuals (3)
SOWK 6232 Practice and Program Evaluation (3)
SOWK 6242 Advocacy and Policy Change (3)
SOWK 6252 Mental Health Assessment (3)
SOWK 6441 Social Work Practicum I (3)
SOWK 6442 Social Work Practicum II (3)

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

First Year Spring
SOWK 6212 Advanced Social Work Practice with Individuals (3)
SOWK 6232 Practice and Program Evaluation (3)
SOWK 6242 Advocacy and Policy Change (3)
SOWK 6252 Mental Health Assessment (3)
SOWK 6442 Social Work Practicum II (3)

~~Second Year Curriculum~~

Second Year Fall
SOWK 7125 Advanced Social Work Practice with Groups and Families (3)
SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
SOWK 7443 Social Work Practicum III (4)
Elective (3)*
Elective (3)*

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

Total Credit Hours: 62

*For Full Time students, two of the four elective courses must be taken within the Department of Social Work.

Extended Study Program (~~3~~ Three Years)

First Year Fall
SOWK 6131 Social Work Research (3)
SOWK 6141 Foundations of Social Work (3)

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

First Year Summer
Elective (3)

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

Second Year Spring
SOWK 6212 Advanced Social Work Practice with Individuals (3)
SOWK 6252 Mental Health Assessment (3)
SOWK 6442 Social Work Practicum II (3)

Second Year Summer
Elective (3)

Third Year Fall
SOWK 7125 Advanced Social Work Practice with Groups and Families (3)
SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
SOWK 7443 Social Work Practicum III (4)
Elective (3)*

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

Total Credit Hours: 62

*For Extended Study students, two of the four electives must be taken within the Department of Social Work.

Advanced Standing Curriculum (~~one full year~~One Year)

Advanced Standing students enroll in the Full-Time Program Second Year Curriculum courses listed above except they have three electives (instead of four) and take SOWK 6242 Advocacy and Policy Change in their final semester. The curriculum for the Fall and Spring Semesters are the same as for Full Time MSW students.

Summer Semester
SOWK 6323 Advanced Interpersonal Practice (3)
SOWK 6313 Advanced Social Welfare Policy (3)
SOWK 6232 Social Work Research II (3)
SOWK 6212 Advanced Social Work Practice with Individuals (3)
SOWK 6232 Practice and Program Evaluation (3)
SOWK 6252 Mental Health Assessment (3)
SOWK 6343 Advanced Social Work Practicum and Seminar (3)

Second Year Fall and Spring
enroll in the Full-Time Program Second Year Curriculum courses listed above

Second Year FallFall Semester
SOWK 7103 HBSE III (3 cr.)
SOWK 7123 Advanced Interpersonal Practice with Individuals (3 cr.)
SOWK 7125 Advanced Interpersonal Practice with Groups (3 cr.)
SOWK 7125 Advanced Social Work Practice with Groups and Families (3)
SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3)
SOWK 7443 Social Work Practicum III (4)
Elective (3)
Elective (3)

Second Year SpringSpring Semester
SOWK 7124 Advanced Interpersonal Practice with Families (3 cr.)
SOWK 7651 Field of Practice Seminar (3 cr.)
*Elective (3 cr.)
SOWK 6242 Advocacy and Policy Change (3)
SOWK 7223 Advanced Social Work Practice with Communities and Organizations II (3)
SOWK 7444 Social Work Practicum IV (54)
SOWK 7651 Synthesis and Reflection (3)
Elective (3)*

Total Credit Hours: 44

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

Electives
Electives may be from outside the department, but must have a social work relevance. The Department of Social Work offers different elective topics each year, depending on the expertise

of the faculty and student interests. As such, the department cannot guarantee which electives will be offered. Electives must be approved by the student's MSW faculty advisor prior to registration.

COURSES IN SOCIAL WORK
(SOWK) (Details are offered only on courses that are changing)

SOWK 6121. Social Work Practice: Theories and Skills. (3) ~~Corequisites: SOWK 6151 and SOWK 6441~~. Introduces the theories of human behavior and models of social work intervention necessary to engage all levels of client systems. Also introduces the skills necessary to identify, analyze, and implement evidence-based interventions to achieve client goals. *(Fall)*

_____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. SOWK 6323 Advanced Interpersonal Practice eliminated as a result
None apply

SOWK 6131. Social Work Research. (3) ~~Corequisite: SOWK 6141.~~ 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)*

_____ This course will be cross listed with another course.
_____ There are prerequisites for this course.- do not apply to Advanced Standing students
_____ There are corequisites for this course. – do not apply to Advanced Standing students
_____ 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. SOWK 6323 Advanced Interpersonal Practice eliminated as a result
None apply

SOWK 6141. Foundations of Social Work. (3) ~~Corequisite: SOWK 6131~~. Introduction to professional development as a social worker, with attention to social work history, ethics, professional identity, and critical thinking. Other topics include~~:~~ self-reflection, the importance of career-long learning, and practitioner comportment. *(Fall)*

_____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. SOWK 6323 Advanced Interpersonal Practice eliminated as a result
<mark>None apply</mark>

SOWK 6151. Social Work, Social Justice, and Diversity. (3) ~~Corequisites: SOWK 6121 and SOWK 6441~~. 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)*

_____ 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. SOWK 6323 Advanced Interpersonal Practice eliminated as a result
<mark>None</mark>

SOWK 6212. Advanced Social Work Practice with Individuals. (3) Prerequisites: SOWK 6121, ~~SOWK 6131, SOWK 6141, SOWK 6151, and SOWK 6441. Corequisites: SOWK 6252 SOWK 6222 and SOWK 6442.~~ (Advanced Standing students are exempt from the prerequisite requirement for this course). Expands social work students' knowledge, values, and skills with regard to advanced micro practice with individuals, especially members of vulnerable groups. *(Spring for Full Time and Extended Study; Summer for Advanced Standing)(Spring)*

_____ This course will be cross listed with another course.
___X__ There are prerequisites for this course.- <mark>do not apply to Advanced Standing students</mark>
_____ 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.
___X__This proposal results in the deletion of an existing course(s) from the degree program and/or catalog. <mark>SOWK 6323 Advanced Interpersonal Practice eliminated as a result</mark>

SOWK 6232. Practice and Program Evaluation. (3) Prerequisites: SOWK 6131 ~~and SOWK 6141.~~ (Advanced Standing students are exempt from the prerequisite requirements for this course). ~~Corequisite: SOWK 6242.~~ Demonstrates how to engage in research-informed practice and practice-informed research. Managing client data and critically analyzing, monitoring, and

evaluating interventions are covered in-depth. *(Spring for Full Time and Extended Study; Summer for Advanced Standing)(Spring)*

_____ This course will be cross listed with another course.
__X___ There are prerequisites for this course. <mark>do not apply to Advanced Standing students</mark>
_____ 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.

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

SOWK 6252. Mental Health Assessment. (3) Prerequisites: SOWK 6121,~~SOWK 6131, SOWK 6141, SOWK 6151, and SOWK 6441. Corequisites: SOWK 6212~~. (Advanced Standing students are exempt from all prerequisite requirement for this course). An overview of social work theories related to mental/behavioral health assessment. S~~ocial constructivism frames many of these theories for the purposes of conceptualizing diagnostic classifications, as well as human strengths and resiliencies. Social work practice behaviors are understood within the context of human behaviors and the social environment, and applied for responsibly engaging and assessing behavioral health consumers via~~ with special emphasis on and critique of the APA *Diagnostic and Statistical Manual of Mental Disorders* (DSM) ~~(5th edition).~~ *(Spring for Full Time and Extended Study; Summer for Advanced Standing)*

_____ This course will be cross listed with another course.
___X__ There are prerequisites for this course. <mark>do not apply to Advanced Standing students</mark>
_____ 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.

~~**SOWK 6313. Advanced Social Welfare Policy. (3)** Prerequisite: Admission to the Advanced Standing Program. Introduction to social welfare policy as a central concern of the social work profession. Policies and programs designed to deal with personal and societal disruptions that result from social and economic changes are presented in historical context. The theory, philosophy, and research basis of current policies in the areas of aging, family and child welfare, health, mental health, and poverty and public welfare are presented. The policy making process, policy analysis, and implications of policy for program design, service delivery, and for social work practice are discussed. *(Summer)*~~
_____ This course will be cross listed with another course.

_____ There are prerequisites for this course. do not apply to Advanced Standing students
_____ 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.
__XX___This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

SOWK 6323. Advanced Interpersonal Practice. (3) Prerequisite: Admission to the Advanced Standing Program. Designed for advanced standing students, this course has an integrated twofold purpose. First, it offers an overview of social work practice with individuals, families, small groups, and organizations and communities that solidifies student understanding of foundation practice theory and methods. Second, it builds upon foundation theory and methods by introducing students to the Program's advanced practice conceptualization of interpersonal practice and the related fields of practice emphases. Students will develop a basic understanding of interpersonal practice with individuals, families, and small groups and how foundation theory and methods can prepare them for the study of interpersonal practice within a selected field of practice emphasis. *(Summer)*

_____ This course will be cross listed with another course.
_____ There are prerequisites for this course. do not apply to Advanced Standing students
_____ 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.
__XX___This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

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

SOWK 6441. Social Work Practicum I. (3) Corequisites: SOWK 6121 and SOWK 6151. A foundation field practicum that prepares students to apply generalist social work knowledge,

skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor and attend a monthly seminar. *(Fall)*

SOWK 6442. Social Work Practicum II. (3) Prerequisite~~s~~: ~~SOWK 6121, SOWK 6131, SOWK 6141, SOWK 6151, and~~ SOWK 6441. ~~Corequisites: SOWK 6212 and SOWK 6252.~~ Continuation of prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor and attend a monthly seminar *(Spring)*

SOWK 6635. The Social Context of Mental Health. (3) Cross-listed as SOCY 6635, PSYC 8636, and PPOL 8636. Prerequisite: Admission to graduate program or permission of instructor. Draws upon contributions from the field of psychiatry, psychology, social work, and anthropology. The focus is on mental health and illness it is 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 for different topics. *(Fall, Spring, <u>or</u> Summer)*

SOWK 7010. School Social Work. (3) ~~Prerequisites: SOWK 6131, SOWK 6141, SOWK 6232, and SOWK 6242.~~ 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. *(~~Fall,~~ Spring~~, Summer~~)*

_____ This course will be cross listed with another course.
____X_ There are prerequisites for this course. <mark>do not apply to Advanced Standing students</mark>
_____ 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.

SOWK 7015. Child Welfare. (3) <u>**Prerequisite: Permission of the Instructor.**</u> 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. *(~~Fall, Spring,~~ Summer)*

SOWK 7020. Social Welfare and Philanthropy. (3) ~~Prerequisites: SOWK 6131, SOWK 6141, SOWK 6232, and SOWK 6242.~~ This elective course introduces MSW students and other

graduate students to philanthropy and allows them, 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. (*Fall, Spring, Summerschedule varies*)

_____ 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. The change is to eliminate prequisites and corequisites that were listed in error in the previous catalog copy.

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 7125. Advanced Social Work Practice with Groups and Families. (3) Expands knowledge, values, and skills with regard to advanced micro practice with groups and families especially vulnerable populations. *(Fall)*

SOWK 7222. Advanced Social Work Practice with Organizations and Communities I. (3) Corequisite: SOWK 7443. 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) Prerequisites: SOWK 7222, SOWK 7443. Corequisites: SOWK 7444, SOWK 7651. Builds advanced practice skills in the design, development, implementation, and evaluation of interventions at the community and organizational levels. Also builds skills in leadership and ethical decision-making. Emphasizes the use of critical thinking and self-awareness concerning leadership and ethical challenges in community and organizational contexts. *(Spring)*

SOWK 7443. Social Work Practicum III. (4) Corequisite: SOWK 7222. Prerequisite: SOWK 6442 (Advanced Standing students are exempt from the prerequisite requirement for this course). Students work in an approved social service agency developing specialized social work skills in their area of focus.
Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. *(Fall)*

~~**SOWK 7444. Social Work Practicum IV**~~
SOWK 7444 Social Work Practicum IV. (4cr./24 hrs per week in field) Prerequisite: SOWK 7443. Corequisite: SOWK 7223, 7651 Continuation of SOWK 7443. *(Spring)*
~~. (4) Prerequisites: SOWK 7125, SOWK 7222, and SOWK 7443. Corequisites: SOWK 7223 and SOWK 7651. Continuation of SOWK 7443. Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. *(Spring)*~~

SOWK 7651. Reflection and Synthesis. (3) Prerequisites: SOWK **7222, 7443** ~~SOWK 7125, SOWK 7222, and SOWK 7443.~~ Corequisites: SOWK 7223 ~~and~~, SOWK 7444. Provides MSW students with an opportunity to practice personal reflection, synthesize their learning from the MSW program, and demonstrate competency. *(Spring)*

SOWK 7627. Seminar in Advanced Practice: Supervision and Staff Training. (3) Prerequisites: SOWK 6121, SOWK 6131, SOWK 6141, SOWK 6151, or admission to the 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 will need 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)*