



**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

**Semester/Year:** Spring 2021

**Course Title:** Social Work Practice I

**Course Prefix/Number/Section:** SOCW 3305-003

**Instructor Name:** Ashley Palmer, PhD, LMSW

**Faculty Position:** Assistant Professor

**Faculty Profile:** N/A

**Office Number:** 208E

**Phone Number:** N/A

**Email Address:** ashley.palmer@uta.edu

**Office Hours:** By appointment

**Day and Time of Class (if applicable):** Online

**Location:** Online

Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.

Canvas: <https://uta.instructure.com/>

**A. Description of Course Content**

Critical evaluation of the value base of the social work profession and basic practice concepts including interviewing, communication and problem-solving skills at the individual, family, and group levels in diverse settings. This course is required for admission to the Bachelor of Social Work (BSW) program.

Prerequisite: SOCW 2311. Prospective BSW majors only.

**B. Student Learning Outcomes**

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1, 2, 3, 4 and 6, it mainly focuses on competencies 1 & 6.

## **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior

## **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

## **C. Required Textbooks and Other Course Materials**

Cournoyer, B. (2014). *The social work skills workbook* (8<sup>th</sup> ed.). Belmont, CA: Cengage Learning.

Hepworth, D., Rooney, R. Rooney, G.D., Strom-Gottfried, K., & Larsen, J.A., (2013). *Direct Social work practice: Theory and skills* (10<sup>th</sup> ed.). Boston, MA: Cengage Learning.

- ISBN-10 : 1305633806
- ISBN-13 : 978-1305633803

*\*Please note that students will use these texts again in SOCW 3309. Because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.*

#### **D. Additional Recommended Textbooks and Other Course Materials**

N/A

#### **E. Descriptions of Major Assignments and Examinations**

- **Syllabus quiz (1.5 points).** In order to be successful in this course, it is critical for students to understand the policies and assignments. A short quiz will assess comprehension of major components. Addresses competency 1.
- **Situated Knowledge video (10 points).** Social Work practitioners come to practice settings with particular life experiences, perspectives, and expertise from these experiences. It is important for you to be able to reflect on these experiences and understand your work through the lens(es) they provide. Prepare 5 points about your own situated knowledge and record a short video (4-7 minutes) that explains how they shape your worldview and relate to future social work practice. Your video will be uploaded on Canvas for grading. Addresses competencies 1 and 2.
  1. What part (s) of your identify and life experience shape your understanding and view of the world? (Choose 5)
  2. What assets will they bring to your work?
  3. What drawbacks or challenges will they bring to your work?
- **Cultural humility reflection (10 points).** Cultural humility, defined by the NIH as “a lifelong process of self-reflection and self-critique whereby the individual not only learns about another’s culture, but one starts with an examination of her/his own beliefs and cultural identities,” enables social workers to improve their work with a variety of clients and communities. As a one step in this lifelong process, students have an opportunity to begin thinking about their own experiences with exposure to a culture outside of their own. Students may choose one of the following formats for this assignment:
  - Submit a video (
  - Submit a reflection paper (1 page)
- Students will reflect on a time when they were aware of culture in a situation and respond to the following prompts:
  1. Briefly describe the situation.
  2. Identify your automatic assumptions and/or behaviors in that situation.
  3. Were your beliefs challenged during this situation?
    1. If so, how?
    2. If not, why do you think that was?
  4. Were you part of a nondominant social group in this situation?
    1. If so, describe any discomfort you may have experienced?
    2. If not, how did being part of a dominant social group bring comfort?
  5. What did you learn about yourself from this situation?
  6. How can what you learned in this assignment transfer to social work practice?
- **Ethics Group Presentation (20 points).** In this assignment, students will be working in groups. Each group is responsible for determining an ethical course of action for handling a dilemma in an assigned scenario. Groups will utilize resource materials in class lecture, those provided on Canvas, and the NASW Code of Ethics. Addresses competencies 1 and 3.
  - Each group will review a scenario (assigned by the instructor) and discuss what ethical principles and/or

practice issues are at play.

- Each group will review their scenario, identify the ethical dilemma(s) and work to arrive at a consensus.
  - Students will follow steps 1-4 of Reamer's 7-Step Process.
  - Each group will prepare a presentation that demonstrates the dilemma, the steps to resolve the dilemma and the group's consensus.
  - In addition to the presentation, each group will submit a one-page handout that lists the responses to each of the 4 steps utilized to resolve the dilemma.
- **Ecomap/Genogram/Critical Events Timeline (10 points).** Students will choose to create an (a) Ecomap based on his/her own social environment, (b) genogram that illustrates 3 generations of family, or (c) critical events timeline that highlights critical events across lifetime thus far. In addition to the diagram, the student will include (1) a legend and (2) a two-paragraph summary on insight discovered through creating the diagram. Students should follow the guidelines and descriptions presented in class, the Hepworth textbook, and materials posted on Canvas. Addresses competencies 1 and 2.
  - **Skills Presentation & Reflection (25 points). This assignment has two parts. (1)** Students will record a 7-10 minute video that demonstrates their interpersonal communication skills in a mock initial session. The role play video must cover informed consent and show the use of interpersonal skills including but not limited to open-ended questions/statements, reflection of feelings and content (empathic responding), furthering responses (verbal and nonverbal), and summarizing (worth 20 pts). **(2)** Students will submit 1-2 paragraphs that describes the skills they used, highlights strengths they observed (what went well) and needs (areas they need to focus on) (Worth 5 pts). Addresses competencies 2, 4 and 6.
  - **Case Note Documentation Exercise (10 points).** Using the topic chosen for the skills presentation, students will select one of the formats (e.g., SOAP) taught in class to compose a progress note which will describe your session with the client(s) from the social worker's perspective. Addresses competencies 2, 4 and 6.
  - **Class preparation points (.5 pt weekly; 6.5 points total).** It is expected that students will come to class prepared to participate in discussions and activities. That means that all required readings must be completed prior to class. Individual quizzes or reflection paragraphs will be used to assess reading and comprehension.

**Multiple choice quizzes.** In order to ensure you are learning important concepts and terms, you will often take a short multiple-choice quiz before class. Addresses competencies 1, 2, 3, and 6.

**Critical reflection and application.** You will regularly be asked to integrate what you are learning from readings, lectures, and class with your personal or practice experience. Addresses competencies 1 and 2.

- **Attendance and class participation points (.5 pt weekly; 7 points total).** Students are expected to participate during synchronous class discussions and activities. *Participation can be written (in the chat) or verbal.* Partial points may be awarded for level of participation. No points will be awarded for complete lack of participation. Examples of in-class activities are listed below; these are *examples*, not an exhaustive list.

**Role-plays.** On a number of occasions throughout the semester, students will meet in groups of two-three to practice skills learned in class and in assigned readings. Students will take turns being the social worker, the client, and an observer. Students are expected to participate fully as part of their class participation. The goal of these exercises is to become increasingly comfortable with yourself, to improve your skills and to learn from others. As an observer, you should gain insight into what is NOT said as much as what is said, and to notice when the body language of the role players does not match what they are saying. *The role-plays will not be graded; however, participation in the exercises is required as part of your class participation grade.* Addresses competencies 2 and 6.

**Ethical decision-making.** You will be asked to work through an ethical dilemma in pairs or small groups. The scenario and resolution you come up with will be shared with the whole class and discussed. *The resolution itself will not be graded; however, participation in the exercises is required as part of your class participation*

grade. Addresses competencies 1, 2, and 3.

**Pair, small group, and large group discussions.** You will regularly engage in discussions with your peers about topics relevant to the social work profession and social work practice. Each individual is expected to contribute substantially to such discussions. *The discussions themselves will not be graded; however, participation in the exercises is required as part of your class participation grade.* Addresses competencies 1, 2, and 6.

**Professional tools and documentation exercise.** You will practice using tools such as the ecomap and genogram to engage with individuals. Likewise, you will practice documenting a role play session using the SOAP progress note format. *The practice documents themselves will not be graded; however, participation in the exercises is required as part of your class participation grade.* Addresses competencies 1, 2, and 6.

<b>Assignment</b>	<b>Points</b>	<b>*Due</b>
<b>Syllabus quiz</b>	<b>1.5</b>	<b>Sun, 1/31</b>
<b>Situated Knowledge video</b>	<b>10</b>	<b>Sun, 2/14</b>
<b>Cultural humility assignment</b>	<b>10</b>	<b>Sun, 2/28</b>
<b>Ecomap/Genogram/Critical Events Timeline</b>	<b>10</b>	<b>Sun, 3/14</b>
<b>Ethics Group Presentation + peer evaluation</b>	<b>20</b>	<b>3/22 &amp; 3/24</b>
<b>Skills Presentation &amp; Reflection</b>	<b>25</b>	<b>Sun, 5/02</b>
<b>Case Note Documentation Exercise</b>	<b>10</b>	<b>Sun, 5/09</b>
<b>Class preparation (.5 pt per week, 13 weeks)</b>	<b>6.5</b>	<b>Weeks 2-14</b>
<b>Attendance and class participation (.5 pt per week, 14 weeks)</b>	<b>7</b>	<b>Weeks 1-15</b>
<b>Total</b>	<b>100 points</b>	

**\*Most assignments will be due in Canvas by 11:59pm on the date specified. The Ethics Group Presentation will occur during class on the date determined in class.**

## **F. Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

**3305-003 is an online course with synchronous learning that meets every Monday and Wednesday**

from 5:30pm to 6:50pm. Students are expected to reserve this time each week to participate in class sessions. **\*Your presence is required to earn in-class participation points. Any student missing 3 classes will be required to meet with the instructor to discuss student performance and success. Missing 4 or more classes may result in a failing grade for the course.**

***\*Note. You may "make up" class participation points for up to 2 missed classes. It is your responsibility to email me if you wish to have the opportunity to earn points. Evidence of activity completion must be submitted to me no later than the next class period unless otherwise stated. You cannot earn attendance & participation points for more than two (2) class sessions.***

## G. Grading

Grades are a reflection of the extent to which submitted work meets required standards and demonstrates knowledge, skills, and application of content. Rubrics are provided on Canvas to illustrate grading criteria for each respective assignment. Students are strongly encouraged to review rubrics before beginning assignments and again before submitting assignments. **The time to seek clarity about grading criteria is before assignments are due.**

Points	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

## Late work

I will accept late work for most assignments up to one week (7 days) after the original due date, with a deduction of 10% for being late. That means that the highest grade that could be received for late work would be a 90%. An additional 5% will be deducted for each 24 hrs it is late (i.e., due on Sunday night and turned in Monday before 11:59pm, 10% deducted; due on Sunday night and turned in Tuesday at 1:00am, 15% deducted, etc).

***Class participation points are the exception.*** You may "make up" class participation points for up to 2 missed classes. It is your responsibility to email me if you wish to have the opportunity to earn points. Evidence of activity completion must be submitted to me no later than the next class period unless otherwise stated. **You cannot earn attendance & participation points for more than two (2) class sessions.**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

## H. Make-Up Exams

N/A

## I. Course Schedule

<b>W</b>	<b>Topics</b>	<b>Required Readings</b>	<b>Assignments Due</b>
1 1/20	Introductions, Syllabus and Course Overview	Watch welcome video Read Syllabus Review foundational ground rules for discussion	None
2 1/25 1/27	Introduction to the social work profession: • Origins of social work • Past and present challenges & opportunities • Situated knowledge	Assigned articles on Canvas	Class preparation In-class participation <b>Syllabus quiz (1/31)</b>
3 2/01 2/03	Introduction to the social work profession: • Philosophy, practice domains and roles • Professionalism • Situated knowledge	H: Ch 1 H: Ch 2	Class preparation In-class participation
4 2/08 2/10	Overview of the Helping Process Engagement & engagement tools	H: Ch 3 Assigned material on Canvas	Class preparation In-class participation <b>Situated Knowledge Video (2/14)</b>
5 2/15 2/17	Cultural humility Engagement & engagement tools	Assigned material on Canvas	Class preparation In-class participation
6 2/22 2/24	Cultural humility Engagement & engagement tools	Assigned material on Canvas	Class preparation In-class participation <b>Cultural humility (2/28)</b>
7 3/01 3/03	Values and Ethics	H: Ch 4 Assigned material on Canvas	Class preparation In-class participation
8 3/08 3/10	Values and Ethics Mid-semester evaluation	H: Ch 4 Assigned material on Canvas	Class preparation In-class participation <b>Engagement tool (3/14)</b>
<b>No class 3/15 or 3/17: SPRING BREAK</b>			
9 3/22 3/24	<b>Group Ethics Presentations</b>	None	Class preparation In-class participation <b>Group Ethics Presentations &amp; Handout</b>
10 3/29 3/31	Talking and Listening	H: Ch 5 Assigned material on Canvas	Class preparation In-class participation
11 4/05 4/07	Talking and Listening	H: Ch 5 Assigned material on Canvas	Class preparation In-class participation
12 4/12 4/14	Preparing and Beginning	H: Ch 6 Assigned material on Canvas	Class preparation In-class participation

13 4/19 4/21	Preparing and Beginning Case notes	H: Ch 6 SOAP Notes material	Class preparation In-class participation
14 4/26 4/28	Case notes Exploring and Counterproductive Communication	H: Ch 7 SOAP Notes material	Class preparation In-class participation <b>Skills Presentation &amp; Reflection (5/02)</b>
15 5/03	Reflecting on what we have learned and next steps Final course evaluation	Assigned material on Canvas	<b>Case Note (5/09)</b>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

### J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

### K. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: [brooke.troutman@uta.edu](mailto:brooke.troutman@uta.edu) or by phone: (817)272-5352.

The following is a list of commonly used library resources:

- [Library Home Page](#)
- [Library Services](#)
- [Subject Guides](#)
- [Subject Librarians](#)
- [Course Reserves](#)
- [Library Tutorials](#)
- [Connecting from Off-Campus](#)
- [Ask a Librarian](#)

### L. Grade Grievances

For more information on the grade grievance process please see the [BSW Program Manual](#) or the [MSW Program Manual](#). Grade grievance can be submitted through the [BSW Grade Grievance form](#) or the [MSW Grade Grievance form](#) located on the [Forms and Resources](#) website.

### M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the [UTA Syllabus Institutional Policies](#) page:



- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

#### **N. Mandatory Face Covering Policy**

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.