Semester/Year: Spring 2021  
Course Title: Social Work Practice I  
Course Prefix/Number/Section: SOCW 3305 (formerly 2313)-005  
Instructor Name: Pamela Johnson, MSSW, LCSW  
Faculty Position: Associate Professor of Practice  
Faculty Profile: https://mentis.uta.edu/explore/profile/pamela-johnson  
Office Number: GACB 213  
Phone Number: N/A  
Email Address: pamelajohnson@uta.edu  
Office Hours: By appointment/phone, TEAMS  
Day and Time of Class (if applicable): T/TH 3:30 - 4:50 pm We will meet in person on Tuesdays and online via TEAMS on Thursdays  
Location: COBA 239  
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


- ISBN-10 : 1305633806
*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

Additional course materials can be found under course folders.

E. Descriptions of Major Assignments and Examinations

A. Situated Knowledge Video  10 points

Social Work Practitioners come to practice settings with particular life experiences, perspectives, and expertise from these experiences. The purpose of this assignment is for you to be able to reflect on these experiences and understand your work through the lens(es) they provide. I have provided an example video in the CANVAS module that I encourage you to watch.

Instructions

1. Prepare 5 points about your own situated knowledge - life experiences that have brought you to Social Work.

2. Record a short video

   - What part(s) of your identify and life experience shapes your understanding and view of the world? These are the 5 points you prepared.

   - What assets will they bring to your work?

   - What drawbacks or challenges will they bring?

   - How will this contribute to your professional identity as a social worker?

Addresses competency 1

B. Genogram/ecomap/critical events time line - 10 pts

Create:

1. A three generation family genogram, including your grandparents, parents, yourself, and your siblings. If applicable, you may also include your children in the genogram

   or

2. Ecopmap

   or

3. Critical events timeline

Write a 2 page reflective paper reflecting on the insights you learned from completing your genogram, ecomap or critical events time line. This paper does not have to be in APA format but it does need to be written professionally using correct grammar & punctuation.

Addresses competency 1
C. ETHICS GROUP PRESENTATION - 20 pts - (15 points for presentation and 5 points for peer evaluation)

In this assignment, students will be working in groups. Each group is responsible for determining an ethical course of action for handling the dilemma in the assigned scenario. Groups will utilize resource materials in:

- Class Lecture
- Cournoyer, et al. Chapter 5
- Ethical decision making handout

Each group will review a case presenting an ethical dilemma. Groups should discuss what ethical principles (according to the Code of Ethics) and/or practice issues are at play. Each group will review their scenario, identify the ethical dilemma(s), discuss the dilemma(s) utilizing the ethical decision-making materials discussed in class, and work to arrive at a consensus (class time will be provided for this, although it may not be enough, it is possible that students will need to spend some time on this assignment outside of the regular class period). In discussing the cases, please follow steps 1-4 of Reamer’s 7-Step Process on the Ethical decision making handout.

Each group will make a 15 minute presentation in class. Presentations should include the following (divided among the members of your group): Power points, role play, posters, etc may be used for the presentation.

Steps 1-4 of Reamer’s 7-Step Process:

1. Identify the ethical issues, including the social work values and duties that conflict.
2. Identify the individuals, groups, and organizations that are likely to be affected by the ethical decision.
3. Tentatively identify all possible courses of action and the participants involved in each, along with possible benefits and risks for each.
4. Thoroughly examine the reasons in favor of and opposed to each possible course of action, considering the relevant ethical theories, principles, and guidelines; codes of ethics and legal principles; social work practice theory and principles; personal values (including religious, cultural, and ethnic values and political ideology), particularly those that conflict with one’s own.

Each group will submit 1 (one per group) report prior to their presentation listing their responses to the rubric provided. See module for example.

Each individual per group will also provide a peer evaluation of the group experience and of each group member. This evaluation will be part of your grade. The evaluation form is confidential and will not be shared with anyone other than the instructor.

Grading Criteria

Presentations will be evaluated on the group’s ability to clearly address each of the rubric questions thoroughly and concisely during the presentation.

Addresses the following Core Competencies (Skills and Behaviors): 1,2,4,6

D. Skills Demonstration/Progress Note -30 pts (10 points for the skills demonstration, 10 points for skills demo reflection, 10 points for the progress note)

Students will demonstrate the interviewing skills that they have learned throughout the semester in a brief 2 person role-play. The role play is expected to last 10 minutes. Some class time will be provided to discuss and prepare the role-play; however, it may not be enough. It is likely that students will need to spend some time on this assignment outside of the regular class period. THIS IS NOT A CLINICAL INTERVIEW. PLEASE DO NOT USE A CLINICAL PROBLEM. YOU ARE NOT PROVIDING AN INTERVENTION. YOU ARE
PRACTICING YOUR INTERVIEWING SKILLS. Topics for the interview will be discussed in class. Additional information on the content and grading of this assignment will be provided in class and posted in CANVAS.

Addresses the following Core Competencies (Skills and Behaviors): 1,2,3,6

E. EXAMS (1) - 20 pts

There will be one comprehensive exam at the end of the semester. Exam material will come from lectures, assigned readings, powerpoints and information in the module. The exam will be online. If you miss the opportunity to take the exam there will be no make up exams.

Addresses the following Core Competencies (Skills and Behaviors): 1,2,3,4,6

F. Attendance/Participation - 10 points

There will be 5 in class participation activities worth 2 points each. If a student is not in attendance no points will be given. You cannot make up points.

Role-plays - 0 pts

On a number of occasions throughout the semester, you will meet in groups of two - three to practice skills learned in class and in assigned readings. You will take turns being the social worker and the client. Students are expected to participate fully as part of their class participation. The goal of these exercises is for you to become increasingly comfortable with yourself, to improve your skills and to learn from others. As an observer, it is important to 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.

Addresses the following Core Competencies (Skills and Behaviors): 1,2,3,4,6

PAPERS - GENERAL INFORMATION AND EXPECTATIONS

All papers must follow APA guidelines. At a minimum this means:

- Points will be deducted if you do not follow these guidelines. See the following website for additional help with APA format: http://owl.english.purdue.edu/owl/resource/560/01/
- Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. As stated, plagiarism (using someone else's words, thoughts, or ideas and claiming them as your own - i.e., using direct sentences written by others) will result in a failing grade for the course.
- Please use formal and professional language when completing papers and assignments for this course. This includes refraining from the use of contractions (e.g., can’t, don’t, won’t, etc.).

**Unless otherwise indicated by the instructor, all designated assignments must be submitted through Canvas. Hard Copies are not to be turned in unless specified otherwise.

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.

Due to the format and content of this course, regular and punctual attendance is imperative and expected. Additionally, it is expected for students to be on time and not leave early. Repetitive lateness (e.g., 15 minutes late), as well as leaving class early, may affect your final grade. If it is necessary for you to be late or leave class early, please let instructor know in advance. Any in class assignment missed cannot be made up.

This is a Tuesday/Thursday hybrid course that meets every Tuesday face-to-face, and online synchronously on Thursdays. Students are expected to attend both sessions. Students are expected to follow UTA Covid-19 protocols that include wearing a mask and maintaining a safe physical distance when in class in person. Students are also expected to turn their cameras ON when online synchronously for class.

All written assignments will be due on the date listed on the Course Schedule. if you are more than 5 minutes late for class, the assignment is considered late. An additional five points will be deducted for each calendar day an assignment is late. If there are extenuating circumstances you must contact the instructor PRIOR to the assignment being due to make arrangements.

G. Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points possible</th>
<th>Due Date</th>
<th>Course Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situated Knowledge Video</td>
<td>10 points</td>
<td>1/31/2021 @ 11:59</td>
<td></td>
</tr>
<tr>
<td>Genogram/ecomap/critical events time line/summary</td>
<td>10 points</td>
<td>2/14/@ 11:59</td>
<td>90 - 100 = A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>80 - 90 = B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>70- 80 = C</td>
</tr>
<tr>
<td>Ethics Presentation presentation peer review</td>
<td>15 points 5 points</td>
<td>3/9 - in class</td>
<td></td>
</tr>
<tr>
<td>Skills Demonstration self reflection Progress note/Soap note</td>
<td>10 points 10 points 10 points</td>
<td>4/12, 4/19, 4/26 Progress notes and self-reflection reflection are due @11:59 the day of your presentation</td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10 points</td>
<td>unannounced throughout semester</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td>5/4/ online DUE 5/4 @11:59</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
<td></td>
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</tbody>
</table>

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

Assignment and Exam Policy:

All assignments will be due on the date listed on the Course Schedule. **Five points will be deducted for a late assignment and for each calendar day an assignment is late.**

There are no make up exams. The exam is online. **If you miss the opportunity to complete the exam you will not be permitted to access the exam once it is closed.**

If there are extenuating circumstances please contact the instructor PRIOR to the assignment being due.

If it is necessary for you to be late or leave class early, please let instructor know in advance. **Any in class assignment missed cannot be made up.**

I. Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Module</th>
<th>Date: Week of</th>
<th>Topic</th>
<th>Readings C: Cournoyer H: Hepworth et al.</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1/18</td>
<td>Introductions; Syllabus and Course Overview</td>
<td></td>
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<tr>
<td>2</td>
<td>1</td>
<td>1/25</td>
<td>The Challenges of Social Work Introduction to Professionalism Direct Practice: Domain, Philosophy, Roles</td>
<td>C: Chapter 1,2 H: Chapter 1,2</td>
<td>Situated Knowledge Video 1/31 @11:59</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>2/1</td>
<td>Critical Thinking, Scientific Inquiry, and Career-Long Learning Overview of the Helping Process</td>
<td>C: Chapter 3 H: Chapter 3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td>2/8</td>
<td>Valuing Diversity, Advancing Human Rights and Social Justice, and Promoting Social Well-Being through Policy Practice.</td>
<td>C: Chapters 4 genogram/ecomap/critical events time line and reflective paper due</td>
<td>2/14 @11:59</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>2/15</td>
<td>Ethical Decision Making (groups will be chosen for the Ethical Dilemma assignment)</td>
<td>C: Chapter 5 H: Chapter 4</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity/Assignment</td>
<td>Notes</td>
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| 6    | 2/22 | Operationalizing the Cardinal Social Work Values | C: Chapter 5  
Social Work Code of Ethics | H: Chapter 4  
http://www.socialworkers.org/pubs/code/code.asp |
| 7    | 3/1  | Self-care and risk management | Ethical Dilemma Presentations |
| 8    | 3/8  | Ethical Dilemma Presentations | SPRING BREAK |
| 9    | 3/15 | Talking and Listening--The Basic Interpersonal Skills | C: Chapter 6  
Building Blocks of Communication: Conveying Empathy and Authenticity | H: Chapter 5 |
| 10   | 3/22 | Talking and Listening--The Basic Interpersonal Skills | C: Chapter 6  
Building Blocks of Communication: Conveying Empathy and Authenticity | H: Chapter 5 |
| 11   | 3/29 | Preparing, Beginning Verbal Following, Exploring, and Focusing Skills | C: Chapter 7  
and 8 | H: Chapter 6 |
| 12   | 4/5  | Progress notes/Video practice writing notes | see course materials |
| 13   | 4/12 | Exploring: Eliminating Counterproductive Communication Patterns skills demonstrations/peer review | C: Chapter 9  
H: Ch 7 |
|      |      | Skills demonstrations self reflection/ Progress Note/Soap Note due: | By 11:59 the day of your presentation |
| 14   | 4/19 | Skills demonstration/ peer review | Skills demonstrations self reflection/ Progress Note/Soap Note due: | By 11:59 the day of your presentation |
| 15   | 4/26 | Skills Demonstration/peer review Termination Course wrap up | course wrap up, review for final exam | Skills demonstrations self reflection/Progress Note/Soap Note due: | By 11:59 the day of your presentation |
| 16   | 5/3  | Final Exam | Exam online | Open 4/28 - 5/3 @ 11:59 |

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 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.

O. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.