PART I: Course(s), community problem(s) and proposed student activities.

The proposed service-learning course is SOWK 5313 – Direct Practice with Individuals, Groups and Families. The proposed partner site is the Greater San Marcos Youth Council which is dedicated to protecting children and strengthening families through a variety of services such as emergency shelter, counseling services, parenting classes, crisis intervention and child abuse prevention.

SOWK 5313 is the introductory practice course for the social work graduate program. It looks at direct practice from a generalist perspective, with an emphasis on the micro and mezzo levels including data collection, assessment, intervention planning and evaluation. The service-learning/community component of this course seeks to give students access to a more robust tool for learning and introspection that transcends the textbook, lecture, role-plays or even case analyses. For example, traditionally students read about the history of how a SOAP note was developed, the rationale, and the steps to developing SOAP notes when working with a client. But, in partnership with a community organization, students can create an actual SOAP note by observing or conducting their own one-on-one interaction with a client. Thus, students could have the potential to (a) augment class experiences and (b) contribute to protecting children and strengthening families.

Students would be expected to participate at their site for 1 - 2 hours a week to allow sufficient opportunity for both the student and site to benefit from the time. For example, if a student was tasked to help with an upcoming therapeutic group, they would be expected to help with set-up and clean-up, as well as with any note-taking and debriefing that would need to take place. This would allow students to gain greater familiarity with all aspects of the group process from beginning to end and for the site to benefit student support.

PART II: Reflecting on experience and its relation to course content.
Throughout the course, students will participate in a community-based service learning site but will also write about their experiences in weekly “journals.” A Reflection Guide will help structure their observations and prompt critical reflection about their experiences in relation to course content. Students will submit these “journals” online (via TRACS) and the instructor will devote a section of class toward discussion of journals/experiences deemed important.

Course themes (see objectives in the appendices) and the corresponding reflection questions highlight alignment between course content, service-learning experiences and critical reflection:

**Week 3 Learning Theme and Concepts:** Social work values and ethics. **Questions:** This week’s material focuses on values and ethics within the social work profession. These principles are the foundation upon which practice knowledge, skills and application are built. Two key challenges for social workers, particularly new professionals, are (1) their comfort and skill in managing personal values so that they can be guided by professional values and (2) effective decision-making when confronted by ethical dilemmas. Based on your initial observations and interactions with site staff and clients as well as your understanding of the core agency mission and objectives, what values appear to take priority and what value conflicts may be at risk of emerging? What is your sense of how ethical decisions are handled?

**Week 4 Learning Theme and Concepts:** Working with culturally diverse populations. **Questions:** How diverse are the individuals served by this organization? Think about age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. What does this suggest about need? Does need appear to cut across different types of people?

**PART III: Course objectives, service-learning component and assessment plans.**

The course has overall professional objectives and specific class objectives (see appendices) for students. The service learning component helps with both, particularly through the potential for students to observe or facilitate practice skills in action within real-life contexts. Certain professional and course objectives like competency in data collection and assessment, can be accomplished
within this course via case analyses and role plays. But, others such as the development of mutually agreed upon goals and objectives can only happen in partnership with another autonomous individual (client) with the freedom to choose. Service-learning adds value to the course because even if the student can’t provide the service, they may observe this goal-setting process in action.

Reciprocity within service-learning is paramount, thus community objectives are to provide both individual and collective student support to help meet organizational goals. I will also use my role as course instructor and liaison to strengthen the relationship between the School of Social Work and the organization by serving as a resource to the organization. The foundation of service-learning (e.g., Faculty Fellows program) has strengthened at the University thus institutional objectives are to help validate the relevance of service-learning efforts (i.e., through evaluation), to model service-learning integration strategies and to be a resource to future service-learning efforts.

To assist with evaluation of course changes, both pre-post and post-test only research designs will be used to capture student perceptions of how course content, class dynamics and community experiences potentially impacted knowledge, attitudes and behavior over time (please see attached questionnaire). The pre-post design will assess perceived changes in practice confidence, while the post-test only design will assess the potential impacts of course content, classroom dynamics and community experiences. A comparison group design will accompany the pre-post assessment of practice confidence with a classroom/service-learning class and an online only class. The service-learning class will be less than 20 students, necessitating use of non-parametric analyses.

This service-learning proposal is written with a sincere commitment to both student learning and maximizing opportunities to support the quality of community-based services to meet the needs of youth and families. I will use outcomes from this initiative to both refine future courses as well as contribute to the service-learning community in the School and University.
POTENTIAL PARTNER ORGANIZATION, ACTIVITIES AND ASSIGNMENTS


The Greater San Marcos Youth Council, Inc. began serving the children and families of Hays County in 1986. As a private, non-profit 501 (c) 3 corporation, GSMYC is dedicated to protecting children and strengthening families through a variety of services such as emergency shelter, counseling services, parenting classes, crisis intervention and child abuse prevention. These programs are funded in part by the Department of Family and Protective Services, United Way, local city and county governments and private contributions.

RELEVANT PROGRAMS/SERVICES (as described online)

- **Parenting Classes**
  Parents are able to attend a 7-week parenting course, Systematic Training for Effective Parenting (STEP), which is offered for specific age groups (birth-5, 6-12 and teens). Parents will learn to recognize developmental stages and typical milestones for their children, effective coping skills, appropriate consequences and behavior management for themselves as well as their children.

- **Teen Parenting**
  Relates specifically to the issues and challenges inherent in this group and is provided on an individual basis or in a group setting.

- **"One for Me' Mentoring**
  Pairs children and youth with adults from the community who are willing to commit to serve as positive role models. Mentors are especially valuable to those who would benefit from a non-judgmental supporter who has no authoritative role in the child/youth's life.

- **Truancy Prevention**
  Offers incentives to youth to remain in school. Many participants are referred to the STAR program by the Hays County Justice System.

- **School to Work**
  Provides youth with the skills to enter the workplace, including interview techniques, completion of job applications, resumes, and appropriate attire.

- **Grief and Loss**
  Designed for children, this group deals with the many emotions and feelings related to the loss of a friend or loved one and helps youth to understand the grieving process.
POTENTIAL STUDENT ACTIVITIES LINKED TO COURSE ASSIGNMENTS AND OBJECTIVES

Overview (for students)

The purpose of this course is to offer the foundation for greater understanding, awareness, skill and comfort with direct social work practice with individuals, groups and families. This course looks at Social Work practice from a generalist perspective, with an emphasis on the micro and mezzo levels including data collection, assessment, intervention planning, and evaluation. Students study social work theory and practice methodology applied to problem solving with individuals, families and groups. The service-learning/community component of this course seeks to give you access to a more robust tool for learning that transcends the textbook, lecture, role-plays or even case analyses.

For example, you will read about the history of how a SOAP note was developed, the rationale and the steps for creating a SOAP note when working with a client. Based on your understanding of these principles, you could then practice developing a SOAP note by doing a role play with a friend or family member. But, in partnership with a community organization, you will now have the potential opportunity to create a SOAP note by observing or conducting a one-on-one interaction with a client seeking services at the organization. Similarly, in the course we have a section devoted to better understanding (a) the development and (b) the implementation of therapeutic groups. We can role play a group scenario among your fellow classmates, or you can observe or help facilitate an actual therapeutic group occurring within a community-based setting.

In partnership with your community-based learning to augment class experiences, you’ll have the opportunity to contribute to helping meet the needs of clients being helped in the service-provider you’re working with. Your presence and the skills that you bring as an emerging professional can help the organization be more responsive to the needs of the client. You are expected to attend your site 1-2 hours a week to allow you sufficient opportunity for both you and the site to benefit from your time there. For example, if you were going to join a therapeutic group, it is expected that you would help with set-up and clean-up as well as with any note-taking and debriefing that would need to take place. You would gain greater familiarity with all aspects of the group process from beginning to end and the site would benefit from the supportive role that you could take throughout the process.

Potential Student Activities/Roles/Assignments

SOAP NOTE: capturing a one-on-one interaction between staff/student and program participant.

SOCIAL HISTORY: capturing the history of a program participant via interview between staff/student and program participant.

THERAPEUTIC GROUPS: (e.g., STAR: grief and loss group and teen parenting group; Shelter: general group therapy) observing the development, implementation and termination of group work with program participants. Potential note-taking and processing opportunities may exist for students.
in partnership with a skilled group facilitator. *In coursework, students learn about the formation/development of groups and group facilitation for the first time late in the semester, so actual facilitation may not be appropriate.*

**CONDUCTING ASSESSMENTS:** observing or conducting small portions of assessments in the Shelter part of the program. Types of assessments indicated:
- Psychological, Medical and Dental Evaluations
- Level of Care Assessments
- Drug and Alcohol Assessments

**COUNSELING:** (individual intervention) observing portions of counseling sessions (again, it may be possible for students to practice SOAP note writing).

Currently GSMYC has volunteer opportunities, but these are geared toward general service opportunities. A discussion would need to occur to explore the feasibility of students taking on roles more closely aligned with direct-service provision. The following volunteer opportunities were described on website materials:

**GSMYC Volunteer Application**

- We can link you to volunteer opportunities that match your interests, skills and schedule.

- Share your time and talents. Make an impact in our community. Whether you want to volunteer one time or on a regular basis, as a group or individually, GSMYC has lots of different activities and projects that you can help with and make a difference in the life of a child.
  - Volunteer to help with homework after school
  - Help with daily chores such a laundry and cooking
  - Help with lawn maintenance
  - Help with housework
  - Help with shelter repairs

- Contact Nena Meadows for shelter opportunities:
  - 512.754.0500 or email nena@gsmyc.org

Based on the parallels among services offered and the course learning objectives, it appears that this site is ripe for service learning opportunities.
REFLECTION GUIDE WITH WEEKLY COURSE OBJECTIVES

Your work in the community is similar to that of a social scientist who conducts “participant observer” research. Throughout the course, you will observe and participate in the daily activities of those you meet at your service learning site and write about your experiences on a weekly basis. These Reflection Questions are designed to help you focus your observations and critically reflect on your experiences in relation to what you are learning in Practice I.

Please note that your experiences in the community will provide you with a valuable opportunity to apply the theories and concepts you will learn about in class. However, please be respectful of the community and the limits of your experience and knowledge. Try to balance your enthusiasm about your new knowledge and skills with your responsibilities as a student service provider.

Please read through all of the Reflective Questions prior to beginning your community experiences. The questions are related to and build upon one other. Refer back to previous responses as the semester progresses and use the feedback you receive each week. Doing so will help you to develop your ideas and arguments over the course of the semester and also help you to learn more from your experiences.

Please feel free to go beyond the prompts and write whatever seems important to you about your experiences—especially that which is related to the primary issue raised in the main questions. Good Luck!

Course Sequence: WEEK 1

Learning Theme and Concepts: Foundation of Social Work Practice

1. Introductions
2. Course content and expectations
3. Academic skills inventory
4. Social work values and mission
5. Theoretical Integration, Eclecticism and the Generalist Model
6. Overview of the helping process

FIRST DAY OF CLASS AND THUS REFLECTION QUESTIONS WILL NOT BE DUE.

Course Sequence: WEEK 2

Learning Theme and Concepts: Professional Social Work Practice

1. Rapport building
2. Verbal and non-verbal communication
3. Case progress recording
4. Phases of the Helping Process
5. Empathic Responding
Describe your initial impression of your community site. Provide an overview of your time and experiences at the site. From these experiences and initial impressions, how well do you think that this organization meets the needs (helps) of the people that walk through its doors? What opportunities to learn do you think will be available to you? What activities will you be involved in and what will you likely be doing during your site visits?

Course Sequence: WEEK 3

Learning Theme and Concepts: Social work values and ethics

1. Social work values
2. Ethical decision-making
3. Constructing a SOAP note

This week’s material focuses on values and ethics within the social work profession. These principles are the foundation upon which practice knowledge, skills and application are built. Two key challenges for social workers, particularly new professionals, are (1) their comfort and skill in managing personal values so that they can be guided by professional values and (2) effective decision-making when confronted by ethical dilemmas. Based on your initial observations and interactions with site staff and clients as well as your understanding of the core agency mission and objectives, what values appear to take priority and what potential value conflicts may be at risk of emerging? What is your sense of how ethical decisions are handled? Be sure to provide specific examples.

Course Sequence: WEEK 4

Learning Theme and Concepts: Working with culturally diverse populations

1. Discuss the connectedness of history and the present conditions for diverse populations
2. Review disparities in treatment for ethnically diverse groups across allied health fields
3. Recognize the heterogeneity among cultures in the Value-Orientation Model (p.66)
4. Identify the taxonomy of worldviews according to control and responsibility
5. Recognize racial/cultural identity development
6. Distinguish between understanding, generalizations and stereotypes (pp.149-150)

How diverse are the individuals served by this organization? Think about age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. What does this suggest about need? Does need appear to cut across different types of people?

Course Sequence: WEEK 5

Learning Theme & Concepts: Working with Marginalized, Vulnerable & At-Risk Populations

1. Equality, limited resources and advocacy
2. Discern and discuss value laden behaviors by a practitioner
In order to better understand the community and context in which your service learning is situated, it should be helpful to **gather some demographic information for the census tract of that community.** You can access this information by looking up data associated with the census tract for your site. Before going through the following steps, **read the questions first** so you can figure out what kind of information you need in order to answer the questions. Please keep your findings to use for other questions in the following weeks.

To gather census data online, follow these steps:

1. Go to factfinder.census.gov
2. Click “data sets” from the tabs on the left.
3. Make sure the “Census 2000 Summary File 1 (SF 1) 100-Percent Data” file is selected and click “Quick Tables” from the options on the right.
4. Select Geographical type: “Census Tract”
   - for Texas
   - for Hays County
   - for the Census tract in which your site is located: (Greater San Marcos Youth Council = TBD)
5. Highlight the census tract for your site and “Add” it to the box below. Click “Next.”
6. Highlight all relevant tables, such as “DP-1” (Profile of General Demographic Characteristics).
7. “Add” them to the box, and click “Show Result.”
8. Copy your results and be sure to attach (paste) these to your journal assignment (see below) for the week.

What do the Census data tell you about the relationship between occupation, race, ethnicity and community in the area in which you are working? How do your personal observations of the community at your site compare with the census data? Does the information you gathered provide any helpful insights about the individuals served by this organization?

**Course Sequence: WEEK 6**

**Learning Theme and Concepts: Assessment - Exploring and Understanding Strengths**

1. Assessment as Process and Product
2. Types of Social Work Assessments
3. Key Components of Assessments
4. Demonstrate understanding of key principles involved in assessing problems and strengths.
6. Develop a preliminary understanding of the strengths at play in a case.
7. Discuss the key differences between a strengths-based perspective and a solution-focused perspective.

In social work we strive to understand strengths, be able to identify and elicit strengths and then use them within the course of practice to maximize positive outcomes with those we work with. Based on your experiences at your site, in what ways are strengths used? What suggestions do you have about how the strengths of individuals could be (a) better assessed and (b) better integrated within the course of service provision? Please provide specific examples.

**Course Sequence: WEEK 7**

**Learning Theme & Concepts: Multidimensional Assessment - Interpersonal & Environmental Factors**

1. Interpersonal factors in conducting the biopsychosocial assessment
2. Identify key aspects of a assessing a client’s mental state as a method contributing to the assessment of interpersonal systems.
3. Demonstrate use of assessment tools helpful in assessing environmental systems
4. Identify core elements to effective written assessments

**SIT-DOWNS:**
This week you’ll have a “sit-down” with your site representative to discuss your involvement with the organization. This week’s reflection will be your thoughts about this “sit-down” including any questions, comments or concerns that you have/had before or after the “sit down.” For example, how has your adjustment been? Are you comfortable in your role(s)? How have these experiences related to the course content? Are you having any logistical issues such as transportation or scheduling? Remember, if you have questions for your site representative then bring them with you.

**Course Sequence: WEEK 8**

**MID SEMESTER EXAMINATION**

**Learning Tasks and Opportunities**

- Demonstrate theoretical and practical understanding of social work values, professional ethics, the helping process and how culturally competent practice can positively influence the therapeutic process.

**NO REFLECTION ACTIVITY**

**Course Sequence: WEEK 9**

**Learning Theme and Concepts: Assessing Family Functioning in Diverse Contexts**

1. Family Assessment
2. Communication Theory
3. Special Issues in Work with Families: Biculturalism; Ethnicity and Language; Ethnicity and Class
Reflect on your prior and current experiences in the organization and describe what you believe to be the most significant problem impacting the youth and/or families that the organization seeks to serve. What is your sense of the relationship between what youth need most and what families need most when you think about families that have children? Considering your earlier assessment of the role of strengths, how well are assets and strengths being used to meet this most significant problem? Support your answers with specific examples.

Course Sequence: WEEK 10

Learning Theme and Concepts: Social Work Practice Theories

1. Overview of Theories Relevant to Social Work Practice
2. Ecological Perspectives
3. Psychoanalytic/Psychodynamic Theories
4. Crisis Intervention

Based on your experiences with the individuals seeking services, how much of a role do you sense that their childhood experiences are impacting their current situation in comparison to current day-to-day issues? If current day issues are the most pressing issue, are you given any sense that early life issues contributed to current day issues? Provide examples.

Course Sequence: WEEK 11

Learning Theme and Concepts: Social Work Practice Theories – Continued

1. Social Learning Theory
2. Cognitive-Behavioral Theories
3. Humanistic-Existential Theories

What is your sense of the greatest need for change among those seeking services at your site… is it simply behavioral changes that can be accomplished through various reinforcements, or is changes in thought processes? If you had to divide 100% of your energy between strictly behavioral strategies and cognitive behavioral strategies, how would you spend your time (give percentages). Provide examples of what leads you to this thinking.

Course Sequence: WEEK 12

Learning Theme and Concepts: Social Work Groups

1. Overview of groups
2. Forming and Assessing treatment groups
3. Special Issues in group work
4. Initial and Transition stages of group
Your task for this week is to observe at least one group offering. Proponents of group work believe that it can be particularly valuable for young people because they see other individuals in similar situations, they can more easily model behavior of peers and they place greater value on peer feedback in comparison to adult led efforts. Based on your sense of the group work that exists at your site, what is your sense of their value? Describe the strategies that you believe are most helpful in setting-up, implementing and concluding a meaningful and successful group session.

**Course Sequence: WEEK 13**

*Learning Theme and Concepts: Planning, Managing and Evaluating Change Strategies*

1. Evaluating readiness to change
2. Change-oriented strategies
3. Managing barriers to change
4. Task-centered approaches
5. Termination issues
6. Evaluating change

Based on your experiences, describe what you have learned about direct practice strategies to improve the well-being of youth and families. Throughout this course and its community work, what have you learned about yourself, your beliefs and your attitudes? Were there any surprises in what you learned about yourself? Be specific.

**Course Sequence: WEEK 14**

*Learning Theme and Concepts: Generalist Intervention Strategies –Families, Groups, Organizations, Communities*

1. Modifying Environments
2. Incorporating Macro Practice into work with individuals, families, & groups
3. Summary and review

This week, think about what broader, macro level social forces contribute to the problem you identified. What kind of policy-level change do you think needs to occur in order to address the problem? Remember that historically, U.S. policy on most issues reflects the economic conditions and ideological concerns of the period in which it is crafted. How would you categorize the structural and ideological influences that are driving policy-making today? Do you think that the kinds of changes you have identified to impact the problem you have identified are possible in the current economic and political environment?
TRAVIS – TEXAS STATE UNIVERSITY SCHOOL OF SOCIAL WORK (Multicultural and Service-Learning Assessment)

How much do you agree with the following statements about this course?
SD = Strongly Disagree, D = Disagree, NS = Not Sure, A = Agree, SA = Strongly Agree
(Check the box after the sentence)

<table>
<thead>
<tr>
<th>Course Content</th>
<th>SD</th>
<th>D</th>
<th>NS</th>
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<tbody>
<tr>
<td>1. Course content provided a comprehensive truth, inclusive of different perspectives.</td>
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<td>2. I examined how race, social class and gender can influence the construction of knowledge in social work and life in general.</td>
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<td>3. I examined how a culture’s structures and values may oppress, marginalize, alienate or enhance privilege and power.</td>
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<td>4. Specific examples were used to illustrate concepts/theories from a variety of perspectives.</td>
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<td>5. Course content promoted critical analysis of society and alternative perspectives.</td>
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<td>6. Critical analysis was encouraged by the instructor.</td>
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<td>7. I was encouraged to apply my newly learned knowledge to real world issues.</td>
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<td>8. I see connections among course content and situations I’ll face at work, in my family or as a citizen.</td>
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<td>9. Course concepts were linked to my and other students’ prior experiences.</td>
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<td>10. The course helped me understand myself and others in ways that avoided stereotyping groups and types of people.</td>
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<td>11. High quality oral and written expression was encouraged by the instructor.</td>
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<th>Assessment/Testing</th>
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<td>12. I had choices in how my understanding of material was assessed/tested.</td>
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<td>13. I was encouraged to master different ways of being assessed/tested.</td>
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<td>15. My assignments engaged me in analysis, synthesis, creativity and application.</td>
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<td>16. Rigorous standards were maintained for this course.</td>
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<td>17. Support was provided to enable me and other students to meet course standards.</td>
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(USE ANOTHER SHEET TO ADD ANY OTHER COMMENTS YOU’D LIKE TO ADD ABOUT THE COURSE CONTENT, MULTICULTURAL ISSUES OR YOUR COMMUNITY EXPERIENCES)
<table>
<thead>
<tr>
<th><strong>Classroom Interactions</strong></th>
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<td>18. I understood ground rules regarding respectful participation in discussion.</td>
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<td>19. Cooperation among diverse groups/individuals was encouraged within class.</td>
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<td>20. Biased statements were addressed as they happened.</td>
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<td>21. I had opportunities to foster multi-cultural competence and positive racial/ethnic attitudes.</td>
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<td>22. I had opportunities for active participation.</td>
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<td>23. Feedback on assignments provided sufficient detail to enable me to know what I was doing well in and how/what I could improve.</td>
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<td>24. Communication was explicit, clear and authentic that effort (not simply ability) improves performance.</td>
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<td>25. My evaluations in course assignments were culturally fair.</td>
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<th><strong>Community/Service-Learning Experiences</strong></th>
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<tr>
<td>26. I could sense that the organization valued my knowledge and skills.</td>
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<td>27. I was able to help the community organization achieve its goals.</td>
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<th><strong>Practice Confidence</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Rate your level of confidence in the following areas on a scale from 1 to 5.</td>
<td>None</td>
<td>Extreme</td>
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<td>28. Demonstrating professional behavior, appearance and communication in social service settings.</td>
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<td>29. Working one-on-one with clients.</td>
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<td>30. Using established social work frameworks and skills to guide community work.</td>
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<td>31. Eliminating the influence of personal biases when working with clients.</td>
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<td>32. Taking action to promote social or economic justice.</td>
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<td>33. Working collaboratively with clients to develop and accomplish goals.</td>
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<td>34. Critiquing interventions to identify strategies that were productive and those that were less productive.</td>
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<td>35. Negotiating and advocating for clients seeking services.</td>
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<td>36. Using supervision and consultation.</td>
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(USE ANOTHER SHEET TO ADD ANY OTHER COMMENTS YOU'D LIKE TO ADD ABOUT THE COURSE CONTENT, MULTICULTURAL ISSUES OR YOUR COMMUNITY EXPERIENCES)
(USE ANOTHER SHEET TO ADD ANY OTHER COMMENTS YOU'D LIKE TO ADD ABOUT THE COURSE CONTENT, MULTICULTURAL ISSUES OR YOUR COMMUNITY EXPERIENCES)
Syllabus for

SOWK 5313 -- Practice I (Fall 2009)

Information about the Instructor

Name: Raphael Travis Jr., DrPH, LCSW
Office Location: HPB 161
Office Hours: Tuesdays & Thursdays 1PM – 3PM; Tuesdays 6:30PM – 7:30PM
Office Telephone: (512) 245-3521
Email: rtravis@txstate.edu

Information about the Course

Time, Days and Location of Class: Tuesdays 3:30 PM – 6:15 PM (HPB TBD)

Catalogue Description:

This course looks at Social Work practice from a generalist perspective, with an emphasis on the micro and mezzo levels including data collection, assessment, intervention planning, and evaluation. Students study social work theory and practice methodology applied to problem solving with individuals, families and groups.

Prerequisite:

The prerequisite for this required course in the practice sequence is admission to the MSW program.

Credit Hours and Format of Course: 3 credit hours (Online)

Texas State University – San Marcos believes that freedom of thought, innovation and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, the University has a special responsibility to seek diversity, to instill a global perspective in its students, and to nurture sensitivity, tolerance and mutual respect.
Course Instructor Aims:

1. Create a community of learners where students interact with each other, the instructor and community-based professionals.
2. Create learning experiences that consider diverse starting points and diverse backgrounds.
3. Support diverse students’ acquisition of subject matter knowledge and skills.
4. Support student acquisition of a comprehensive knowledge of the helping process.
5. Support student understanding of how one’s own background, experiences, beliefs and values may influence the theory and strategies selected for direct practice.
6. Facilitate experiential learning opportunities for students, that augment classroom learning and afford community-based organizations professional student support.

Course Learning Aims:

When students complete this course, they will be able to:

1. Articulate a generalist knowledge base that includes practice theories and the elements of the helping process.
2. Recognize the relationship between theory, knowledge and social work practice.
3. Demonstrate an understanding of social work values and ethics and their implications for public sector practice with diverse and vulnerable populations.
4. Identify problems, collect data, complete assessments, develop case plans, conduct case reviews, engage in case management and evaluate interventions.
5. Practice with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion and sexual orientation.
6. Develop skills for self-directed learning to ensure professional growth.

Contribution to Achieving Competencies, Practice Behaviors and Objectives Outlined by the Council on Social Work Education (CSWE)

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

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

- **PB#1:** Advocate for client access to the services of social work;
- **PB#2:** Practice personal reflection and self-correction to assure continual professional development;
- **PB#3:** Attend to professional roles and boundaries;
- **PB#4:** Demonstrate professional demeanor in behavior, appearance, and communication;
- **PB#5:** Engage in career-long learning; and
- **PB#6:** Use supervision and consultation.
Competency 2.1.2—Apply social work ethical principles to guide professional practice.

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

- PB#7: Recognize and manage personal values in a way that allows professional values to guide practice;
- PB#8: 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";
- PB#9: Tolerate ambiguity in resolving ethical conflicts; and
- PB#10: Apply strategies of ethical reasoning to arrive at principled decisions.

Competency 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:

- PB#11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- PB#12: Analyze models of assessment, prevention, intervention, and evaluation; and
- PB#13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competency 2.1.4—Engage diversity and difference in practice.

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

- PB#14: Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- PB#15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- PB#16: Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- PB#17: Review themselves as learners and engage those with whom they work as informants.
Competency 2.1.5—Advance human rights and social and economic justice.

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

- **PB#18:** Understand the forms and mechanisms of oppression and discrimination;
- **PB#19:** Advocate for human rights and social and economic justice; and*
- **PB#20:** Engage in practices that advance social and economic justice.

Competency 2.1.6—Engage in research-informed practice and practice-informed research.

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

- **PB#21:** Use practice experience to inform scientific inquiry and
- **PB#22:** Use research evidence to inform practice.

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

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

- **PB#23:** Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- **PB#24:** Critique and apply knowledge to understand person and environment.

Competency 2.1.9—Respond to contexts that shape practice.

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

- **PB#27:** Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- **PB#28:** Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.*
Competency 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Competency 2.1.10(a)—Engagement

Social workers:
- **PB#29:** Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- **PB#30:** Use empathy and other interpersonal skills; and
- **PB#31:** Develop a mutually agreed-on focus of work and desired outcomes.*

Competency 2.1.10(b)—Assessment

Social workers:
- **PB#32:** Collect, organize, and interpret client data;
- **PB#33:** Assess client strengths and limitations;
- **PB#34:** Develop mutually agreed-on intervention goals and objectives; and*
- **PB#35:** Select appropriate intervention strategies.

Competency 2.1.10(c)—Intervention

Social workers:
- **PB#36:** Initiate actions to achieve organizational goals;
- **PB#37:** Implement prevention interventions that enhance client capacities;*
- **PB#38:** Help clients resolve problems;*
- **PB#39:** Negotiate, mediate, and advocate for clients; and*
- **PB#40:** Facilitate transitions and endings.*

Competency 2.1.10(d)—Evaluation

Social workers:
- **PB#41:** Critically analyze, monitor, and evaluate interventions.*

Underlined text: Competencies/practice behaviors that can be addressed in the classroom
Italicized text: Competencies/practice behaviors that can be addressed with service-learning integration to the course.
Italicized (with *): Competencies/practice behaviors with an asterisk are those that students will primarily observe with service-learning integration, but with permission and direct supervision students may have the potential to help facilitate.
Textbooks

Required


Additional required readings as will be placed in the Resources section of the class TRACS site. You will receive notification of reading postings via e-mail thus it is essential that you read your e-mail regularly for class announcements.

Teaching Methods

In this course, we will use a combination of teaching and learning methods, including: lecture notes, online discussions, assigned readings, written assignments, case studies, experiential activities, video materials and outside assignments. It is expected that you will come prepared for each week’s collaborative online discussions by having completed assigned reading or other tasks **prior to the start of the week.** Online collaborative discussions will be devoted to deepening your understanding of the material that you have covered on your own.

How Students Demonstrate They Have Achieved Course Aims

Student Participation

1. Students will actively engage in creating knowledge and meaning by integrating old and new concepts from their own experiences.
2. Students will analyze prior experiences in light of new course frameworks
3. Students will critically analyze course material and current beliefs
4. Students will participate in assignments at a level that is personally challenging
5. Students will work through concepts that are problematic, conflicting or confusing through reading, discussion, reflection and writing
6. Students will share knowledge with each other and the instructor
7. Students will listen openly and respectfully to the views of others

Students Tasks

Self, peer and instructor evaluation of participation and performance will constitute assessment of student learning through papers, case analyses, simulated exercises, self-assessments and community-based service-learning. All assignments must be adequately completed to pass the course. Specific instructions for each written assignment will be provided. Students should keep a copy of all papers. Papers will be graded on writing, use of course content and compliance with instructions.

*Note that student final grades may also be affected by absences, tardiness, lack of preparation for class or late papers (see below).*
While we may engage in collaborative online discussions, all other written assignment must be completed on an individual basis. Collaboration in any form with another individual in preparing these case reviews constitutes cheating and will result in an F for the assignment and an additional substantial written assignment as a penalty. It may also jeopardize continuation in the graduate social work program.

**Service-Learning**

The purpose of this course is to offer the foundation for greater understanding, awareness, skill and comfort with direct social work practice with individuals, groups and families. The service-learning/community component of this course seeks to give you access to a more robust tool for learning that transcends the textbook, lecture, role-plays or even case analyses.

For example, you will read about the history of how a SOAP note was developed, the rationale and the steps for creating a SOAP note when working with a client. Based on your understanding of these principles, you could then practice developing a SOAP note by doing a role play with a friend or family member. But, in partnership with a community organization, you will now have the potential opportunity to create a SOAP note by observing or conducting a one-on-one interaction with a client seeking services at the organization. Similarly, in the course we have a section devoted to better understanding (a) the development and (b) the implementation of therapeutic groups. We can role play a group scenario among your fellow classmates, or you can observe or help facilitate an actual therapeutic group occurring within a community-based setting.

In partnership with your community-based learning to augment class experiences, you’ll have the opportunity to contribute to helping meet the needs of clients being helped in the service-provider you’re working with. Your presence and the skills that you bring as an emerging professional can help the organization be more responsive to the needs of the client. You are expected to attend your site 1-2 hours a week to allow you sufficient opportunity for both you and the site to benefit from your time there. For example, if you were going to join a therapeutic group, it is expected that you would help with set-up and clean-up as well as with any note-taking and debriefing that would need to take place. You would gain greater familiarity with all aspects of the group process from beginning to end and the site would benefit from the supportive role that you could take throughout the process.

**Written Assignments**

This is a writing intensive course. Written assignments, including the weekly reflections and other activities, will be graded based on the following criteria. Review your writing for each assignment with the following in mind:

- **Content** – Shows depth of coverage, thoroughness of development and quality of understanding the concepts.

- **Organization and Coherence** – Are there clear transitions (including headings)? Precise and relevant information? Linked concepts and ideas? Page numbers? Stapled?
• Readability – Does the paper make sense? Do I have to read a sentence several times to understand what is being said? Does it adhere to and fulfill the requirements of the assignment?

• Mechanical and grammatical correctness – Spelling? Grammar and punctuation? Complete sentences?

Specific Assignments:

1. Social History

Students will first complete a series of interviews with an individual (at your community site or a friend or colleague) and then prepare a written social history based on these interviews. Students should plan on a series of interviews (i.e. four) at roughly weekly intervals, in order to complete this assignment and gather the information needed. Each interview should be summarized in the written “SOAP note” format (discussed below). Students will also hand in notes taken with each interview to get feedback to help with construction of the social history. The final completed social history should be no longer than ten, double-spaced, typewritten pages. It should be written in the third person using Standard English, and should be free of spelling and grammatical errors.

Note: Please make sure you have the consent of your interviewee and her/his legal guardian if applicable, and that all parties understand that this is for a school assignment. Please also protect the confidentiality of your subject by altering all identifiable information.

2. Mental Exercises (2)

Two mental exercises in the case analysis format will be given during the semester. Each covers approximately one-half of the course material. The format will be short answer essays. They will cover case analysis material, class lecture notes, reading assignments and service-learning experiences.

3. Case Analyses/Reviews

During the semester, students will complete reviews of six case scenarios. Four are submitted as assignments and two are done as a class. The processing of these cases will focus on value implications, problem identification, biopsychosocial assessment, intervention planning, and practice evaluation at the beginning level. The case reviews will focus on children and families across the lifespan, and will include issues concerning varied topics such as age, gender, culture, ethnicity, sexual orientation and practice with vulnerable and at-risk populations.

4. SOAP Notes

Students will be required to keep progress notes to accurately keep a record of his or her four (4) meetings for completing the social history. Each student must conduct four (4) SOAP notes. Each of the notes will capture the content of the meeting and will correspond to the portion of the social history information that you were able to gather.
during that meeting. You should meet four times (for approximately 30 minutes) to gather the all of the social history information. Use the available readings to assist you with the specifics about constructing a SOAP note.

5. **Service-Learning Immersion Project**

The basis of this assignment involves gaining knowledge and understanding through your service-learning experiences coupled with watching a film, attending an event or conducting a brief interview. This knowledge will be assessed through a written reaction paper. The goal is to increase your knowledge and understanding of specific groups and people. **You may select a group depending on your preference once you gain familiarity with your community setting. You should select a group that is of greatest interest to them.** Based on the potential community setting of the Greater San Marcos Youth Council, examples include but are not limited to:

- Teen parents
- Homeless/runaway youth
- Young people coping with grief or loss
- Gender or sexual orientation
- Children that have been abused or neglected
- Racial or ethnic group

6. **Extra Credit**

Professionals must stay abreast of current events to help give proper context to client’s social realities. Regional policy changes and social events are key aspects of people’s macro environments and can inform social worker’s understanding of client circumstances. To encourage student attention to news and events, students will receive extra credit for bringing in a newspaper article (print or web) about a current newsworthy event related to that week’s topic. It may be a policy issue, a practice issue or just something related to a topic we are discussing. Try to pick something that (a) is a real interest to you, (b) that relates to the population you plan to work with in the future, or (c) something that can provide insight to a specific cultural perspective on the topic.

For example, during week 3 the class will discuss values and ethics. A student might consider bringing in the following news article found on foxnews.com (any major news source is acceptable):

**LOCAL GOVERNMENTS IN OREGON SHUT DOWN OVER NEW ETHICS DISCLOSURE RULES**

> Nearly 200 public officials have resigned in mostly small towns in protest of a new law requiring a lot more openness than they want to give. The Legislature and state ethics commission are asking just about every government official in the state — elected or appointed — to fill out a new form that requires disclosure of all income sources and all relatives, whether those relatives live in the state or not. The information is to be posted on the Internet.

Each news event a student brings will be worth 1 extra credit point on the final exam. **A student can earn up to 3 extra credit points** (i.e., 3 articles).
Note: Online Community Discussions

There will be online community discussions designed to facilitate knowledge, skills and abilities. Their quality depends on your meaningful contributions. You are expected to provide candid and thoughtful responses. You are also expected to:

- Respect the thoughts and views of your classmates
- Avoid use of inappropriate language
- Be critical in your analysis, but also constructive - not cruel

How Student Work is Evaluated

<table>
<thead>
<tr>
<th>Project</th>
<th>Points</th>
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<tbody>
<tr>
<td>Social History</td>
<td>75</td>
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<tr>
<td>Service-Learning/Immersion Project</td>
<td>100</td>
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<tr>
<td>Case Analyses (4)</td>
<td>100 (25 each)</td>
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<tr>
<td>Exam 1</td>
<td>75</td>
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<tr>
<td>Exam 2 (Final)</td>
<td>75</td>
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<tr>
<td>SOAP Notes</td>
<td>50</td>
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<tr>
<td>Classroom Participation</td>
<td>25</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500 POINTS</strong></td>
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Point Distribution and Grade

450 – 500: A; 400 – 449: B; 350 – 399: C; 325 – 349: D; 324 or below: F
Course Overview

Course Sequence: WEEK 1  September 2, 2009

Learning Theme and Concepts: Foundation of Social Work Practice
1. Introductions
2. Course content and expectations
3. Academic skills inventory
4. Social work values and mission
5. Theoretical Integration, Eclecticism and the Generalist Model
6. Overview of the helping process

Assigned Readings:
• Hepworth et al. (2006): Chapters 1 to 3 – Challenges of Social Work; Direct Practice; Overview of the Helping Process

Learning Tasks and Opportunities
1. The Line Exercise

Course Sequence: WEEK 2  September 9, 2009

Learning Theme and Concepts: Professional Social Work Practice
1. Rapport building
2. Verbal and non-verbal communication
3. Case progress recording
4. Phases of the Helping Process
5. Empathic Responding

Assigned Readings:
• Hepworth et al. (2006): Chapters 5 to 7 – Building Blocks of Communication; Verbal Following; Counterproductive Communication
• Sue (2006): Chapter 1 – Principles and Assumptions of Multicultural Social Work Practice and Chapter 8 – Cultural Styles in Multicultural Intervention Strategies

Learning Tasks and Opportunities
1. Practice utilization of interpersonal skills

Course Sequence: WEEK 3  September 16, 2009

Learning Theme and Concepts: Social work values and ethics
1. Social work values
2. Ethical decision-making
3. Constructing a SOAP note
**Assigned Readings:**

- Hepworth et al. (2006): Chapter 4 – Operationalizing the Cardinal Social Work Values
- NASW Code of Ethics; Texas State Board of Social Work Examiners Code of Conduct
- Dolgoff, Loewenberg & Harrington (2008): Guidelines for ethical decision making
- Cameron & turtle song (2002): Learning to Write Case Notes Using the SOAP Format
- Andrews (2006): Chapter 1 – Significance of the Social History

**Suggested Readings:**

- Tarasoff v. Regents of California (1976)
- Garcia et al. (2003): A Transcultural Integrative Model for Ethical Decision-Making
- Texas Department of Health Spousal Notification Fact Sheet
- Simon (2007): The Myth of Imminence
- Palma and Iannelli (2006): Therapeutic Reactivity to Confidentiality With HIV Positive Clients: Bias or Epidemiology?

**Learning Tasks and Opportunities**

1. **Discussion:** Ethical decision-making

**Course Sequence:** WEEK 4  September 23, 2008

**Learning Theme and Concepts:** Working with culturally diverse populations

1. Discuss the connectedness of history and the present conditions for diverse populations
2. Review disparities in treatment for ethnically diverse groups across allied health fields
3. Recognize the heterogeneity among cultures in the Value-Orientation Model (p.66)
4. Identify the taxonomy of worldviews according to control and responsibility
5. Recognize racial/cultural identity development
6. Distinguish between understanding, generalizations and stereotypes (pp.149-150)

**Assigned Readings:**

- Sue (2006): Chapters 2 to 6 – Becoming Culturally Competent; Understanding the Sociopolitical Implications of Oppression; Sociopolitical Dimensions of Worldviews; Racial/Cultural Minority Identity Development; White Racial Identity Development
- Slide Tour of Prejudice (Direct Practice I TXST, sowk5313)*
  https://secure.understandingprejudice.org/index.php?section=slidetour&action=showRegistration
  * You will have to create an account and password
Learning Tasks and Opportunities
1. SOAP #1 DUE (with copy of interview notes)

Course Sequence: WEEK 5 September 30, 2008

Learning Theme & Concepts: Working with Marginalized, Vulnerable & At-Risk Populations
1. Equality, limited resources, and advocacy
2. Discern and discuss value laden behaviors by a practitioner
3. Effective Multicultural Practice
4. Highlight Personal Attitudes Toward Sexual Identity
5. Multicultural snapshots
6. Sources of Conflict and Misinterpretation in Clinical Practice

Assigned Readings:
- Sue (2006): Chapters 7 – Barriers to Effective Multi-cultural Clinical Practice; and 12 to 14 – Profiles of Culturally Competent Care for Diverse Populations
- Spencer (2006): Revisiting the 1990 Special Issue on Minority Children
- Saleeb (2006): Chapter 9 – Strengths-based Practice with Older Adults
- Loewenberg et al. (2005): Chapter 7 – Value Neutrality and Imposing Values
- Loewenberg et al. (2005): Chapter 8 – Equality, Inequality, Limited Resources and Advocacy

Learning Tasks and Opportunities
1. Quiz: Personal Assessment of Homophobia
2. Case Analysis #1 DUE (ethics)

Course Sequence: WEEK 6 October 7, 2008

Learning Theme and Concepts: Assessment - Exploring and Understanding Strengths
1. Assessment as Process and Product
2. Types of Social Work Assessments
3. Key Components of Assessments
4. Demonstrate understanding of key principles involved in assessing problems and strengths.
6. Develop a preliminary understanding of the strengths at play in a case.
7. Discuss the key differences between a strengths-based perspective and a solution-focused perspective.

Assigned Readings:
- Hepworth et al. (2006): Chapter 8 – Exploring and Understanding Problems and Strengths
- Saleebey Chapters 1 – Introduction to the Strengths Perspective; 2 – Shifting Our Habits of Mind; 6 – Assessing Strengths; 7 – Solving Problems from a Strengths Perspective
• Benson (2002): Adolescent Development in a Social and Community Context

Suggested Readings:
• Masten (2000): Ordinary Magic
• Turner and Fain (2006): Resiliency Assessment Tool for Juveniles

Course Sequence: WEEK 7 October 14, 2008
Learning Theme & Concepts: Multidimensional Assessment - Interpersonal & Environmental Factors
1. Interpersonal factors in conducting the biopsychosocial assessment
2. Identify key aspects of assessing a client’s mental state as a method contributing to the assessment of interpersonal systems.
3. Demonstrate use of assessment tools helpful in assessing environmental systems
4. Identify core elements to effective written assessments

Assigned Readings:
• Hepworth et al. (2006): Chapter 9 – Interpersonal and Environmental Factors
• Limb & Hodge, D. (2007): Developing Spiritual Lifemaps
• Eccles & Gootman (2002): Community Programs to Promote Youth Development
• Kretzmann and McKnight (2005): Discovering Community Power
• Ungar et al. (2007): Unique Pathways to Resilience Across Cultures

Website for Review:
• Healthy City – www.healthycity.org

Learning Tasks and Opportunities
1. Develop a Personal Ecomap
2. SOAP # 2 DUE (with copy of interview notes and draft Social History)
3. Case Analysis #2 DUE (diversity)
4. Guest Lecture: The Meisner Technique (Mr. John Hood, Department of Theatre and Dance)

Course Sequence: WEEK 8 October 21, 2008
MID SEMESTER MENTAL EXERCISE
Learning Tasks and Opportunities
• Demonstrate theoretical and practical understanding of social work values, professional ethics, the helping process and how culturally competent practice can positively influence the therapeutic process.
Course Sequence: WEEK 9 October 28, 2009

Learning Theme and Concepts: Assessing Family Functioning in Diverse Contexts

1. Family Assessment
2. Communication Theory
3. Special Issues in Work with Families: Biculturalism, Ethnicity and Language, Ethnicity and Class

Assigned Readings:
- Hepworth & Larsen (2006): Chapters 10 and 15 – Assessing Family Functioning and Enhancing Family Relationships
- Sue (2006): Chapter 9 – Multi-cultural Family Counseling and Therapy
- Saleebey (2006): Chapter 11 – Using Strengths-Based Practice to Tap the Resilience of Families
- Germain & Gitterman (1996): Chapter 6 – Helping with Dysfunctional Family Processes

Learning Tasks and Opportunities
1. SOAP #3 DUE (with copy of interview notes)
2. Case Analysis #3 – in class (family systems)

Course Sequence: WEEK 10 November 4, 2009

Learning Theme and Concepts: Social Work Practice Theories

1. Overview of Theories Relevant to Social Work Practice
2. Ecological Perspectives
3. Psychoanalytic/Psychodynamic Theories
4. Crisis Intervention

Assigned Readings: On TRACS
- Jelicic et al. (2007): Conceptualizing and Measuring the Context Within Person Context Models of Human Development
- Payne (2005): Chapter 4 – Psychodynamic Perspectives

Learning Tasks and Opportunities
1. Case #4 DUE (Practice Theories)

Course Sequence: WEEK 11 November 11, 2009

Learning Theme and Concepts: Social Work Practice Theories – Continued

1. Social Learning Theory
2. Cognitive-Behavioral Theories
3. Humanistic-Existential Theories
Assigned Readings:
- Payne (2005): Chapters 6 – Cognitive-behavioral Theories
- Hepworth (2006): Chapter 13 – Planning & Implementing Change Oriented Strategies

Learning Tasks and Opportunities:
1. Essay: Analyzing Stories
2. Case Analysis #5 DUE (Practice theories - Self-assessment/grading)

Course Sequence: WEEK 12 November 18, 2009

Learning Theme and Concepts: Social Work Groups
1. Overview of groups
2. Forming and Assessing treatment groups
3. Special Issues in group work
4. Initial and Transition stages of group

Assigned Readings:
- Hepworth et al. (2006): Chapters 11 & 16 – Forming & Intervening With Groups
- Germain & Gitterman (1996): Chapter 7 – Helping with Dysfunctional Group Processes
- Ginwright and James (2002): From Assets to Agents of Change: Social Justice, Organizing and Youth Development

Learning Tasks and Opportunities:
1. Immersion Project Due

Course Sequence: WEEK 13 November 25, 2009

Learning Theme and Concepts: Planning, Managing and Evaluating Change Strategies
1. Evaluating readiness to change
2. Change-oriented strategies
3. Managing barriers to change
4. Task-centered approaches
5. Termination issues
6. Evaluating change

Assigned Readings:
- Hepworth et al. (2006): Chapter 18 – Managing Barriers to Change and Chapter 19 – Evaluation and Termination
- Petrocelli (2002): Stages of Change and Counseling

Learning Tasks and Opportunities:
2. SOAP #4 DUE (with interview notes)
3. Case #6 DUE (groups)
Course Sequence: WEEK 14  December 2, 2009

Learning Theme and Concepts: Generalist Intervention Strategies – Families, Groups, Organizations, Communities
1. Modifying Environments
2. Incorporating Macro Practice into work with individuals, families, & groups
3. Summary and review

Assigned Readings:
• Hepworth et al. (2006): Developing Resources, Planning and Advocacy

Learning Tasks and Opportunities
1. Social History DUE

Course Sequence: WEEK 15  Final Exam Time TBD

WEEK 15 FINAL EXAM
Course Logistics

Conduct and Civility

Every student is held accountable for abiding by the tenants of required conduct outlined in the SWTexan and in the MSW Handbook, as well as the NASW Code of Conduct. Students should create a learning environment and should refrain from interfering with the learning of fellow students. Please ensure that cell phones and beepers are silenced during class sessions. Refrain from private discussions during class, or other disruptive behavior. When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner. This approach can help us enhance the free flow of ideas.

Investment in Learning

Each student is expected to demonstrate Investment in learning through your attitude, attention, and attendance. Specifically, each class member will be expected to attend class regularly, submit assignments in a timely and correct manner, stay awake and alert, seek help on a timely basis when necessary, and treat others with respect.

Communication Skills

Communication is a critical element in any pre-professional course, and students should take every opportunity to improve both verbal and written communication. All written work is expected to be well-composed with proper grammar. It is to be typed, double-spaced, in APA style, using non-racist and non-sexist language, with sufficient references to support the student’s thesis and ideas in the paper. If you need additional help with writing, the Writing Lab is located at 5-3018.

Academic Honesty

Social workers must demonstrate high standards of integrity. They should do their own work on all material submitted to meet course requirements. Since dishonesty harms the individual and his/her fellow students, as well as the integrity of the University, School, and profession, the School and University will strictly enforce policies on academic dishonesty. You must read and abide by the academic honesty policies as stated in the Texas State University Official Student Handbook. If you have any questions or reservations about this policy or your obligations under it, see your academic advisor immediately.

Special Accommodations

Students who have special needs or disabilities and who require accommodations to successfully complete this course must notify the TXST Office of Disability Services no later than the first week of class. If a student fails to notify that office on a timely basis, the professor may be unable to honor the request for accommodation.

Attendance

Attendance in class is mandatory. Students are expected to attend all scheduled classes. An absence will be excused only for extenuating circumstances at the discretion of the professor. A written assignment will be required to make up learning tasks and opportunities missed. Each unexcused absence will result in a penalty on your final grade. If a bona fide absence is anticipated, please talk with the professor and provide written documentation. Excessive tardiness counts as an absence.
5313 Resource Materials and Bibliography


