

2012-2013 LONG SIGNATURE SHEET



UNC CHARLOTTE

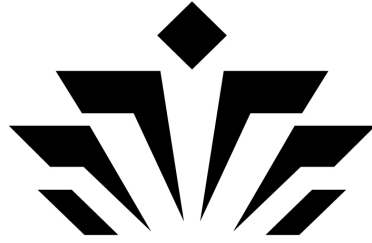
Proposal Number: Social Work MSW 9-24-2012

Proposal Title: MSW Curriculum Revision

Originating Department: Social Work

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	<u>DEPARTMENT CHAIR</u> [Mark Ezell]
10/3/12	10/10/12	10/12/12	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [Shanti Kulkarni]
10/12/12	10/15/12	10/23/12	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [Amy Barsanti]
10/23/2012	10/23/2012	10/23/2012	Approved	<u>COLLEGE DEAN</u> [Nancy Fey-Yensan] Jane B. Neese
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [NA]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses) NA
10-23-12	11-6-12	11-20-12	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only) Rob Roy McGregor
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar) Annette Parks
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Rob Roy McGregor, Chair of the Graduate Council

From: Mark Ezell, Ph.D., Interim Department Chair

Date: October 3, 2012

Re: MSW Curriculum Changes

I've attached a long form that proposes changes in the Masters in Social Work (MSW) Program. Our proposed curriculum changes are intended to bring the program into compliance with new accreditation standards. Do not hesitate to contact me if you have any questions or concerns.

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

REVISED GRADUATE COURSE AND CURRICULUM PROPOSAL

DEPARTMENT OF SOCIAL WORK

PROPOSAL SUMMARY.

The Social Work Department proposes to revise the course objectives in all graduate social work courses in order to address the 2008 accreditation standards of the Council on Social Work Education (CSWE). To address CSWE accreditation mandates, the Department will:

- Update social work course descriptions and objectives;
- Add two social work elective courses to the existing two making a total of four electives the new requirement for program completion;
- Eliminate SOWK 6101 (HBSE I); SOWK 6111(Social Welfare Policy); SOWK 6202 (HBSE II); SOWK 6112 (Social Welfare Policy II); SOWK 7103 (HBSE III); SOWK 7124 (Advanced Social Work Practice with Families).
- Add SOWK 6141 (Foundations of Social Work); SOWK 6151 (Social Work, Social Justice, and Diversity); SOWK 6212 (Advanced Social Work Practice with Individuals); SOWK 6242 (Advocacy and Policy Change); SOWK 6252 Mental Health Assessment; SOWK 7222 (Advanced Social Work Practice with Communities and Organizations I; and SOWK 7223 (Advanced Social Work Practice with Communities and Organizations II);
- Revise SOWK 6232 (Social Work Research II to Practice and Program Evaluation); SOWK 7125 (Advanced Social Work Practice with Groups to Advanced Social Work Practice with Groups and Families); and SOWK 7651 (Field of Practice Seminar to Reflection and Synthesis);
- Reduce the credit hours of SOWK 7444, 2nd year spring semester, from five credit hours to four to be consistent with SOWK 7443 the prior semester.
- Increase the total credit hours in the MSW program by two for a total of 62 credit hours. This allows the program to have one more course. An additional course will provide greater depth on advanced social work practice in order to keep pace with the increasing complexity of social problems and social interventions.
- As can be seen in the Overview of proposed changes (Attachment 2): Several of the courses involved in the proposed curriculum changes involve courses that also include SACS accreditation measures. Great lengths have been taken not to change any of the current SACS accreditation measures.

The following section shows the current MSW curriculum, and we use “track changes” to make it easy to see where changes are proposed.

Current and Revised MSW Curriculum

Year 1: Fall (15 credits)

~~SOWK 6101 HBSE I (3 cr.)~~

~~SOWK 6111 Social Welfare Policy I (3 cr.)~~

SOWK 6121 Social Work Practice: Theory and Skills I (3 cr.)

SOWK 6131 Social Work Research I (3 cr.)

~~SOWK 6141 Foundations of Social Work (3 cr.)~~

~~SOWK 6151 Social Work, Social Justice, and Diversity (3 cr.)~~

SOWK 6441 Practicum I (3 cr.)

Year 1: Spring (15 credits)

~~SOWK 6202 HBSE II (3 cr.)~~

~~SOWK 6112 Social Welfare Policy II (3 cr.)~~

SOWK 6232 ~~Social Work Research II~~ Practice and Program Evaluation (3 cr.)

~~SOWK 6242 Advocacy & Policy Change (3 cr.)~~

SOWK 6212 Advanced Social Work Practice with Individuals (3 cr.)

~~SOWK 7103 HBSE III (3 cr.)~~

~~SOWK 6252 Mental Health Assessment (3)~~

SOWK 6442 Practicum II (3 cr.)

Year 2: Fall (163 credits)

~~SOWK 7123 Advanced Interpersonal Practice with Individuals (3 cr.)~~

SOWK 76222 Advanced Social Work Practice with Communities and Organizations II (3 cr.)

SOWK 7125 Advanced ~~Interpersonal~~ Social Work Practice with Groups and Families (3 cr.)

*Elective (3 cr.)

*Elective (3 cr.)

SOWK 7443 Social Work Practicum III (4 cr.)

Year 2: Spring (167 credits)

~~SOWK 7124 Advanced Interpersonal Practice with Families (3 cr.)~~

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

SOWK 7651 ~~Field of Practice Seminar~~ Synthesis & Reflection and Synthesis (3 cr.)

*Elective (3 cr.)

*Elective (3 cr.)

SOWK 7444 Social Work Practicum IV (45 cr.)

Total Credits = 602

*Students are required to take four 3-credit electives relating to a vulnerable population, micro or macro practice. Students are required to receive written prior approval from their advisers.

Current & Revised Curriculum for Three-Year Extended Program

Year One

Fall (6 credits)

~~SOWK 6101 HBSE I (3 cr.)~~
~~SOWK 6111 Social Welfare Policy I (3 cr.)~~
SOWK 6131 Social Work Research (3 cr.)
SOWK 6141 Foundations of Social Work (3 cr.)

Spring (6 credits)

~~SOWK 6202 HBSE II (3 cr.)~~
~~SOWK 6112 Social Welfare Policy II (3 cr.)~~
SOWK 6242 Advocacy & Policy Change (3 cr.)
SOWK 6232 Practice and Program Evaluation (3 cr.)

Summer (3 credits)

~~*Social Work Related~~ Elective (3 cr.)

Year Two

Fall (9 credits)

SOWK 6121 Social Work Practice: **Theory & Skills I** (3 cr.)
~~SOWK 6151 Social Work, Social Justice, & Diversity (3 cr.)~~
SOWK 6441 Practicum I (3 cr.)

Spring (9 credits)

~~SOWK 6212 Advanced Social Work Practice with Individuals (3 cr.)~~
~~SOWK 7103 HBSE III (3 cr.)~~
SOWK 6252 Mental Health Assessment (3)
~~SOWK 6232 Social Work Research II (3 cr.)~~
SOWK 6442 Practicum II (3 cr.)

Summer (6 credits)

~~*Field of Practice Related~~ Elective (3 cr.)
SOWK 7125 Advanced ~~Interpersonal~~ **Social Work** Practice with Groups & Families (3 cr.)

Year Three

Fall (9-10 credits)

~~SOWK 7123 Advanced Interpersonal Practice with Individuals (3 cr.)~~
SOWK ~~76222~~ **Advanced** Social Work Practice with Communities & Organizations II (3 cr.)
~~*Elective (3 cr.)~~
SOWK 7443 Social Work Practicum III (4 cr.)

Spring (139 credits)

~~SOWK 7124 Advanced Interpersonal Practice with Families (3 cr.)~~

SOWK 7223 Advanced Social Work Practice with Communities & Organizations II (3 cr.)

SOWK 7651 ~~Field of Practice Seminar~~ Reflection & Synthesis (3 cr.)

*Elective (3 cr.)

SOWK 7444 Social Work Practicum IV (45 cr.)

Total Credits = 620

*Students are required to take four 3-credit electives relating to a vulnerable population, micro or macro practice. Students are required to receive written prior approval from their advisers.

B. JUSTIFICATION.

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

In 2008, the Council on Social Work Education (CSWE) issued revised accreditation standards with which BSW and MSW programs must conform. The previous “Educational Policies and Accreditation Standards” (EPAS) had been in place since 2001. Many social work academicians have labeled the 2008 standards as “revolutionary” or “a paradigm shift.” In brief, the change moves the field away from content-based standards to competency-based standards.

The Department of Social Work is revising current course descriptions and objectives to comply with the ten competencies and forty-one practice behaviors required by the 2008 CSWE standards. (See below for an explanation of our approach to course objectives).

There are other reasons to be making these changes. First, knowledge about the effectiveness of different social work interventions is rapidly increasing. Second, in today’s society, the challenges faced by individuals, families, communities, and organizations are increasingly complex and layered. Third, the concepts of diversity and social justice have more and more shades of gray. Fourth, the prevention and amelioration of social problems is increasingly interdisciplinary. Finally, because of all of the above, the knowledge and skills social workers are expected to have is increasing exponentially. The Department’s Community Advisory Board as well as agency representatives constantly provide feedback on these issues, and they suggest curricular changes.

Accredited MSW programs are required to have a “foundation” and one or more “concentrations.” Generalist social work practice is taught in the foundation. By the time students complete the foundation they must demonstrate mastery of the ten competencies. In the Accreditation Standards, all of the competencies include specific “practice behaviors” that specifically articulate the competencies. For the foundation, there are 41 practice behaviors dictated by CSWE. The Department is required to assess students’ mastery of these practice behaviors twice, once in practicum and once in a course.

The UNC-Charlotte Department of Social Work has one concentration in advanced interpersonal practice. (Larger programs frequently have two or three concentrations). The same

ten competencies must be mastered in the concentration but the practice behaviors operationalizing each competency must be more advanced than in the foundation. MSW programs have more degrees of freedom in their designs of concentrations, and, therefore, develop their own concentration practice behaviors. We call the practice behaviors associated with our concentration “advanced practice behaviors” and we have developed 32.

The amount of curriculum change we are proposing is far less than appears to be the case on the “tracked changes” version. A great deal of existing coursework will be in the new curriculum but it will be packaged and aligned differently.

Making curricular changes to comply with accreditation standards has given us an opportunity to strengthen several aspects of our curriculum. We currently infuse content on social work values and ethics throughout the entire curriculum. We have not been entirely satisfied with this approach. We will continue infusion but we’ll also have a new course with extensive coverage of ethics and values in social work practice early in the program – SOWK 6141: Foundations of Social Work.

We have had a similar experience with content and skills related to diversity and social justices. As a result, we are proposing a new course, SOWK 6151: Social Work, Social Justice, and Diversity.

Our proposed new curriculum includes a minor change in our approach to specific offerings on social work practice. The new first course – SOWK 6121: Social Work Practice – covers generalist practice with individuals, families, groups, organizations, and communities. This used to be divided into two courses: SOWK 6121: Social Work (Micro) Practice I and SOWK 6222: Social Work (Macro) Practice II. Beyond SOWK 6121, the series of practice classes includes:

- SOWK 7222: Advanced Social Work Practice with Communities and Organizations I
- SOWK 7223: Advanced Social Work Practice with Communities and Organizations II
- SOWK 6212: Advanced Social Work Practice with Individuals
- SOWK 7125: Advanced Social Work Practice with Groups & Families

All of these courses are named “Advanced” because they are associated with our concentration and we want them to deal with client systems of all sizes that are associated with vulnerable populations. The 6000 numbers versus the 7000 numbers are to differentiate first and second year courses.

We have changed the name of SOWK 6232, formerly Research II, to “Practice and Program Evaluation” because that name better describes the existing and updated content. SOWK 6252 (changed from SOWK 7103) is changed to “Mental Health Assessment” because it is a better name for what is currently called “Human Behavior in the Social Environment (HBSE) III.” Similarly, SOWK 6242 Advocacy & Policy Change descended from SOWK 6112 Social Welfare Policy II.

Finally, we have included four elective courses in the long form that were previously taught as special topics classes (SOWK 7090).

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

Prerequisites/corequisites have been changed to address the re-sequencing of coursework. We use our Extended Program to establish pre- and co-requisites. The Extended Program is not independent from the full-time program; it is simply a longer plan for completing the degree. The students from each program are co-mingled in classes.

In the second and third year of the Extended Program, students are concurrently enrolled in courses and practica. That makes all the courses in a given semester co-requisites with one another and practicum. Courses and practica in prior semesters become the pre-requisites. The pre- and co-requisites are indicated in catalog descriptions.

Neither class standing, GPA, nor other factors affect students' abilities to register for MSW courses, only admission to either the full-time or Extended Program.

We do not permit students from other departments to enroll in required classes in the MSW Program because they have not taken the prerequisites and are not in a practicum placement at the same time. Our electives are open to others when there is space and upon instructor approval.

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

The course numbering for graduate-level work in our Department is listed as 6000, and 7000 level courses. Six thousand level courses are assigned to the first year of the full-time program and 7000 to the second year. Concentration/advanced practice courses – two courses in the first year and all the second year – generally have the word “advanced” in the course title.

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

The proposed changes to the curriculum will allow the social work department to address each of the competencies and practice behaviors as required by the CSWE. Faculty members created a curriculum map to examine in which courses content addressing competencies and practice behaviors can be found. With the CSWE competencies and practice behaviors becoming explicit in the social work syllabi and coursework, students, field educators, and faculty members can easily match how competencies and practice behaviors are being addressed throughout the curriculum. There are several competencies and practice behaviors that are addressed in several classes but the coverage vary from introductory, in-depth, or reinforcing. Due to the salience of practice behaviors for CSWE accreditation, these behaviors will serve as course objectives within all syllabi.

The five new courses and five modified courses have been strategically placed in the curriculum to allow students to systematically acquire knowledge, skills, and values, which they

are expected to demonstrate in course work and field education. These changes will allow the Social Work Department to meet and evaluate expectations and mandates from the CSWE.

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

- **SOWK 7010: School Social Work.** This course has been offered for five consecutive years from 2008-2012. The median census figure is 11 as the five sections have ranged from 5 to 18 students. UNC Charlotte is a member of the North Carolina Child Welfare Collaborative and this is a required course for students to participate as waiver or scholar students and a requirement for placement in Department of Social Services – Youth and Family Services. Social work scholar students have received scholarships annually of approximately 100,000.00. As a result of the course, students gained knowledge into applying generalist and advanced social work practice behaviors in the areas of administration, policy, and grant allocation.
- **SOWK 7015: Child Welfare.** This course has been offered for five consecutive years from 2008-2012. The median census figure is five as the five sections have ranged from 3 to 8 students. Further, the department of social work receives an annual financial stipend from the state for offering this course as part of the child welfare collaborative. As a result of the course, students gained knowledge into applying generalist and advanced social work practice behaviors in the areas of administration, policy, and grant allocation.
- **SOWK 7020: Social Welfare and Philanthropy.** The course has been offered for three consecutive summers beginning in 2010. The median census figure is 7 as the three sections have ranged from 4 to 8 students. As a result of the course, students gained knowledge into applying generalist and advanced social work practice behaviors in the areas of administration, policy, and grant allocation.
- **SOWK 7025: Social Development in Malawi.** The course was first offered during the 2012 spring semester as eleven students were enrolled. Again, the course is being offered during the 2013 spring semester, and the student cap, again, is eleven. As a result of the 2012 course, students gained knowledge into applying generalist and advanced social work practice behaviors on an international scale.

Note that the census figures in some elective sections were low, dropping below 10 students. However, these figures will predictably increase since we are doubling the number of required electives in the program.

Pre- and co-requisites are listed in the catalog descriptions.

C. IMPACT.

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

Full-time and Extended Program MSW students who will be admitted to the program in the fall of 2013 and thereafter will be served by this proposal. We planned implementation of the new curriculum in such as way that these are the two subgroups of MSW students served by the proposal.

No student currently enrolled in the MSW Program will be impacted by this proposal.

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

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

Other than the electives included in this proposal, all courses will be taught once a year. The electives included in the proposal will be taught once a year for several years until we rotate to other electives. In the full-time program, courses will be taught in the fall and spring semesters. The same is largely true for the Extended Program, except for offering several electives in the summer as well as the required course SOWK 7103: Mental Health Assessment.

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

The content and frequency of other MSW courses will not be affected.

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

Due to the fact that we admit between 40 and 50 full-time MSW students each year, and between six and ten Extended Program students, we plan to teach at least two sections of each course. Because our Advanced Standing Program students take the same second year courses as full-time students, we usually offer at least three sections of second year courses.¹ At any given time, there are approximately 110 students in the MSW Program.

By Departmental policy, we do not permit any auditors or post-baccalaureate students in required MSW courses. This is because they would not be enrolled in the practicum, a co-requisite.

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

There will be no affect on the enrollment of courses in other department. The current MSW program requires students to take two electives. Many students take those electives in other departments on a space available basis. There are not any departments that plan course sizes contingent on the enrollment of MSW students. We occasionally hear about specific courses from professors in other departments to tell us that MSW students are welcomed.

One might project greater demand of courses in other departments by MSW students because we are increasing the number of electives from two to four. However, we plan to offer more electives within the Department and expect these new offerings will absorb increased demand.

The Department keeps track of the number of MSW students taking courses in other departments and will continue to do so. If we see significant changes in the numbers we will address this with relevant departments.

¹ This long form does not propose any changes in the Department's Advanced Standing Program. Subsequent to the approval of this proposal, we will prepare a long form on the needed changes in the Advanced Standing Program.

The Department's expanded menu of electives may draw students from other departments and reduce enrollment in those departments' courses. At this point, however, these are hypothetical scenarios. If we see trends in either the number of non-MSW students taking the Department's electives or vice versa, we'll work with the departments as needed.

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

Changes to the catalog copy of course descriptions are included in Attachment 3. The catalog copy of other departments and colleges will not be affected. We use track changes to show needed changes in the remaining part of catalog copy for the MSW Program

(Below this line is catalog copy with track changes. The insertions and deletions are included intentionally)

MASTER OF SOCIAL WORK

The Master of Social Work (MSW) degree prepares students for advanced social work practice with individuals, families, small groups, **organizations and communities** in a variety of public, voluntary, and proprietary human service settings. Graduates are skilled in addressing the many social and individual problems of society—especially for those who constitute membership in low income, vulnerable, and historically oppressed groups.

The ~~course of~~ **Full-Time Program** takes four semesters ~~and requires 60 hours~~ of course and field work beyond the bachelor's degree from an accredited college or university. The first practicum starts in the Fall semester of the first year and continues through Spring semester. ~~Students intern on Mondays and Tuesdays for 16 hours per week.~~ The second practicum spans fall and spring semesters of the second year, ~~and is served on Mondays, Tuesdays, and Wednesdays for 24 hours per week.~~

The **Extended Program** ~~is comprised of 60 credit hours over~~ **three years** ~~to complete period.~~ There is no practicum the first year; the first practicum starts in fall of the second year and continues through spring ~~at 16 hours per week.~~ The second practicum, ~~which is 24 hours per week,~~ is completed in the fall and spring of the third year.

The **Advanced Standing Program** is available for eligible students with a Bachelor of Social Work (BSW), and consists ~~of 42 hours~~ of course and field work, spanning over one calendar year of full-time study (Summer, Fall, and Spring semesters).

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

The MSW Program at UNC Charlotte offers a curriculum concentration in Advanced Interpersonal Practice that focuses on individuals, families, groups, organizations, and communities. The Concentration embraces the profession's commitment to social justice as well as the Department's special attention to the region's most vulnerable populations. Graduates of the program will be advanced practitioners of social work who engage client systems of all sizes in a manner consistent with social work values and ethics. Students specialize by selecting a vulnerable population, micro or macro practice.

The following key themes undergird the advanced knowledge and practice behaviors associated with the successful engagement, assessment, intervention, and evaluation of client systems:

- **Context** – Recognizes the inseparability of individual struggles and social issues;
- **Multi-level Practice** – Takes action on multiple levels of social work practice;
- **Evidence-based** – Engages in research-informed practice and practice-informed research;
- **Strengths** – Understands and employs the strengths of vulnerable populations but also insures their capacity and power to engage societal opportunities;
- **Cultural Sensitivity & Humility** – Conducts social work practice with cultural sensitivity and humility;
- **Local & Global** – Practices social work in communities everywhere; and
- **Critically Reflective** – Encourages the continuous development of critically reflective practitioners.

~~The MSW curriculum concentration is in Advanced Interpersonal Practice which is centered in advanced social work practice with individuals, families, and small groups. In addition, students also select a Field of Practice Emphasis from one of three areas—Health/Mental Health; Families and Children; or Aging—to further deepen their expertise in interpersonal practice. The second field placement and electives are generally related to the chosen Field of Practice.~~

Graduates are employed in a range of human service settings, including youth and family agencies, child and adult protective services, schools, area mental health agencies, substance abuse centers, healthcare settings, and neighborhood service centers.

Additional Admission Requirements

Full-time and extended study students begin in the Fall semester. Advanced Standing students begin in May. The department admits students to the MSW program once a year. The deadline for all application materials is February 1. Admission is selective. In addition to the general requirements for admission to the Graduate School, applicants for the MSW program are required to submit:

- 1) **Minimum 3.25 GPA for the last two years and 3.0 GPA overall for undergraduate work.** Advanced standing students must have a BSW degree from a Council on Social Work Education (CSWE) accredited program within the past five years and have a 3.5 GPA in the last four years of study.
- 2) **Acceptable scores on the GRE.** In 2011 a new GRE, including a new scoring system, began to be used. We indicate acceptable scores below using the new scoring system. Since it is likely that acceptable scores will change as time passes and more data are available, applicants are encouraged to consult the Department's webpage for updates on minimally acceptable GRE scores. The total quantitative and verbal scores should be in the range of 300. Marginal GRE scores may be offset by other exceptionally strong components of the application. Applications with total scores below 280 are considered marginal but would not prohibit the applicant from consideration.

- 3) **Liberal Arts foundation.** Students must present evidence of having a liberal arts foundation for MSW study. Courses in statistics and human biology are required. In addition, transcripts may be evaluated for a liberal arts foundation with courses in the humanities, the social and behavioral sciences, and the physical sciences, for example.
- 4) **Personal Essay.** Social work applicants should submit a Personal Essay and an Résumé in place of the Statement of Purpose Form required by the Graduate School. (See #5 below for instructions on the Résumé). The Personal Essay should be five pages in length and must include the following:
 - a) Please discuss your reasons for seeking admission to UNC Charlotte's MSW Program.
 - b) Are you interested in Full-time, Extended-study, or Advanced Standing? How will you manage your schedule and resources to meet the demanding program requirements and attend to self care?
 - c) How are your personal career interests congruent with the UNC Charlotte MSW program?
 - d) The Social Work Program values diversity in its student population. Diversity may be defined in terms of race, age, ethnicity, gender, sexual orientation, religion, unique skills, or life experiences. What personal characteristics, unique skills, or life experiences will you bring to the program?
 - e) Social workers practice with individuals from historically oppressed and diverse groups. Will people from particular groups be challenging for you to work with, either because of your personal values and/or attitudes? How will you handle this?
 - f) Describe a time when you were given critical feedback. What was your reaction to that experience? What did you learn about yourself?
 - g) As a prospective graduate student, what strengths and skills do you bring to the program? What do you identify as your areas of growth?
 - h) Describe a time when you offered help to someone else (other than a family member). Explain your reaction. What did you learn about yourself?
 - i) Your signature and date.
- 5) **Résumé.** The résumé is an addendum to the Personal Essay, and it should outline the applicant's educational, work, and volunteer experience, and special skills or attributes. The attachment should be no more than two pages and should be in résumé format. Be sure the résumé includes all of the following:
 - a) Personal data
 - i. Name, address, phone number, email address
 - b) Educational experience
 - i. Institutions and the dates you attended
 - ii. Your academic degrees awarded, including majors and minors
 - c) Work experience
 - i. List all positions in chronological order (beginning with most recent) with a 2-3 line job description for each
 - ii. Include all beginning and ending dates for each position
 - iii. Identify if a MSW or a BSW level social worker supervised you
 - iv. Indicate whether the position was full-time or part-time
 - d) Volunteer experience
 - i. List all positions in chronological order (beginning with most recent) with a 2-3 line job description for each
 - ii. Include all beginning and ending dates for each position and the number of hours per week of volunteer time
 - iii. Identify if an MSW- or a BSW-level social worker supervised you
 - e) Professional affiliations and honors from school, profession, or community
 - i. List any memberships in professional organizations and service groups
 - ii. List any offices held in these organizations
 - iii. Add honors or special awards received
- 6) **Letters of Recommendation.** Each applicant should provide three letters of recommendation. For recent graduates, at least two letters must be from faculty members. For applicants who have been out of the education system for five or more years, letters should be from employment or volunteer supervisors. Ideally, references will be written by MSW social workers or others who can speak to your suitability for the MSW.

The professionals providing references for you must complete two items: 1) an online recommendation form; and 2) a narrative letter (see below). The Office of Graduate Admissions will email the link to the online form to the person providing the reference. Applicants should notify references that the UNC Charlotte MSW program requires both the Graduate School form checklist and a narrative letter uploaded onto the form. This letter should be submitted on business stationery, and it should identify the writer's title and educational credentials.

For Advanced Standing students, one letter should be written by your agency field instructor or University field liaison. Advanced Standing applicants are asked to send a copy of their final field evaluation to the Department's Administrative Assistant estastie@uncce.edu prior to enrollment. (Please call 704-687-8622 for email address).

Applicants should be sure to inform those writings letters of recommendation to not only describe aptitude for graduate education, but also cover the following items:

- a) Volunteer or work activities and duties
- b) Skills and values relevant to social work practice with diverse populations
- c) Enthusiasm for learning
- d) Responses to supervision and critical feedback
- e) Ability to collaborate with others
- f) Overall strengths and challenges relevant to graduate study

- 7) **Interview.** Applicants may be required to participate in an interview process.

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

[CHANGES TO THE CATALOG COPY OF THE FULL-TIME AND EXTENDED PROGRAMS ACADEMIC PLANS OF STUDY ARE SHOWN IN THE PROPOSAL SUMMARY (pp. 3-5, above).]

Advanced Standing Curriculum (one full year)

First Year Summer

- SOWK 6323 Advanced Interpersonal Practice (3)
- SOWK 6313 Advanced Social Welfare Policy (3)
- SOWK 6232 Research II (3)
- SOWK 6343 Advanced Social Work Practicum (3)

Second Year Fall and Spring

Enroll in all of the Second Year Full-Time Program Curriculum courses listed above.

Electives

Electives may be taken any time after matriculation into the Program. Electives may be from outside the department, but must have a social work relevance. At least one elective must relate to the student's Field of Practice Emphasis. The Department of Social Work offers different elective topics each year, depending on the expertise of the faculty and student interests. As such, the department cannot guarantee which electives will be offered. Electives must be approved by the student's MSW faculty advisor prior to registration.

The Field Placement

Field placements are assigned from a variety of agencies and practice settings approved by the UNC Charlotte Social Work Field Office. Field Instructors, approved by the Department, guide the student through learning experiences, coordinating field experiences with the concurrent classroom coursework. The first year of field placement focuses on foundation practice skills. The second year of placement, in a different setting, focuses on advanced practice within the student's Field of Practice Emphasis area. Advanced Standing placements will reflect second year placement goals.

State Certification

Graduates of the MSW Program are eligible to pursue North Carolina State Licensure/Certification at three levels: Licensed Clinical Social Worker, Certified Master Social Worker, and Certified Social Work Manager. Licensure/certification is managed by the North Carolina Certification Board for Social Work. Additional information on The Board may be found online at ncswboard.org.

Financial Assistance

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

(Above this line is catalog copy with tracked changes. The track changes are there intentionally)

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

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

No new personnel resources are required.

- B. PHYSICAL FACILITY. IS ADEQUATE SPACE AVAILABLE FOR THIS COURSE?**

Adequate space is available.

- C. EQUIPMENT AND SUPPLIES: HAS FUNDING BEEN ALLOCATED FOR ANY SPECIAL EQUIPMENT OR SUPPLIES NEEDED?**

None will be needed.

- D. COMPUTER. SPECIFY ANY COMPUTER USAGE (BEYOND MOODLE) REQUIRED BY STUDENTS AND/OR FACULTY, AND INCLUDE AN ASSESSMENT OF THE ADEQUACY OF SOFTWARE/COMPUTING RESOURCES BY AVAILABLE FOR THE COURSE(S).**

Existing IT services are adequate.

- E. AUDIO-VISUAL. IF THERE ARE REQUIREMENTS FOR AUDIO-VISUAL FACILITIES BEYOND THE STANDARD CLASSROOM PODIUMS, PLEASE LIST THOSE HERE.**

Audio-visual equipment and facilities are adequate to support the program.

F. OTHER RESOURCES. SPECIFY AND ESTIMATE COST OF OTHER NEW/ADDED RESOURCES REQUIRED, E.G., TRAVEL, COMMUNICATION, PRINTING AND BINDING.

None will be needed.

G. SOURCE OF FUNDING. INDICATE SOURCE(S) OF FUNDING FOR NEW/ADDITIONAL RESOURCES REQUIRED TO SUPPORT THIS PROPOSAL.

None.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

A. LIBRARY CONSULTATION.

On September 26, 2012, Ms. Bridgette Sanders was contacted via email to begin the library consultation. Subsequently, she reviewed the long form and determined that the library had adequate resources for all revised and new courses. A copy of the library consultation is on page 17.

B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS. LIST DEPARTMENTS/UNITS CONSULTED IN WRITING REGARDING ALL ELEMENTS OUTLINED IN IIC: IMPACT STATEMENT, INCLUDING DATES CONSULTED. SUMMARIZE RESULTS OF CONSULTATION AND ATTACH CORRESPONDENCE.

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

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

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

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

B. CREDIT HOUR. Review statement and check if applicable

- The MSW Committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

Attachments



Consultation on Library Holdings

To: Dr. Mark Ezell, Interim Chair Social Work

From: Bridgette Sanders

Date: September 27, 2012

Subject: MSW Curriculum Revisions

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders **Date:** September 27, 2012

Please Check One:

- Holdings are superior _____
- Holdings are adequate XXX
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

Library holdings are adequate for the curriculum changes made to the MSW program. Any new courses that will be introduced should also be evaluated to ensure adequate resources.

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

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

Bridgette Sanders
Evaluator's Signature

9-27-12
Date

Revised 4/08/03
OAA jdp

ATTACHMENT 1: CONSULTATIONS WITH OTHER UNITS

CONSULTATION: Attach relevant documentation of consultations with other units.

NONE

ATTACHMENT 2: COURSE OUTLINE / SYLLABI**A NOTE ABOUT COURSE OBJECTIVES**

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

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

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

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

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

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

- 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
- 2.1.2—Apply social work ethical principles to guide professional practice.

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

2.1.4—Engage diversity and difference in practice.

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

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

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

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

OVERVIEW OF PROPOSED CHANGES

SLO Y/N	COURSE #/ TITLE	Proposed Changes
Y	SOWK 6121 Social Work Practice: Theory and Skills	Revised Objectives
N	SOWK 6131 Social Work Research	Revised Objectives
N	SOWK 6141 Foundations of Social Work	New Course
N	SOWK 6151 Social Work, Social Justice, and Diversity	New Course
N	SOWK 6212 Advanced Social Work Practice with Individuals	New Course
N	SOWK 6232 Practice and Program Evaluation	Revised Objectives
Y	SOWK 6242 Advocacy and Policy Change	New Course
N	SOWK 6441 Practicum I	Revised Objectives
N	SOWK 6442 Practicum II	Revised Objectives
N	SOWK 6252 Mental Health Assessment	New Course
N	SOWK 7125 Advanced Social Work Practice with Groups and Families	Revised Objectives
N	SOWK 7222 Advanced Social Work Practice with Communities and Organizations I	New Course
N	SOWK 7223 Advanced Social Work Practice with Communities and Organizations II	New Course
N	SOWK 7443 Practicum III	Revised Objectives
N	SOWK 7444 Practicum IV	Revised Objectives
Y	SOWK 7651 MSW Reflection and Synthesis: The Capstone Experience	Revised Objectives
N	*SOWK 7010 Elective: School Social Work	Revised Objectives
N	*SOWK 7015 Elective: Child Welfare	Revised Objectives
N	*SOWK 7020 Elective: Social Welfare and Philanthropy	Revised Objectives
N	*SOWK 7025 Elective: Malawi	Revised Objectives

* All of these courses were previously taught as special topics courses (SOWK 7090). In this proposal the Department seeks approval of these courses with their own course numbers.

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

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

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

Faculty Information: TBD

Catalog Description - This course introduces the theories of human behavior and models of social work intervention necessary to engage all levels of clients systems. It introduces the skills necessary to identify, analyze, and implement evidence-based interventions to achieve client goals. **Pre-requisites:** SOWK 6131, 6141, 6232, 6242 **Co-requisites:** SOWK 6151, 6441

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

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

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

1. Advocate for client access to the services of social work (2.1.1)
2. Practice personal reflection and self-correction to assure continual professional development (2.1.1)
3. Attend to professional roles and boundaries (2.1.1)
4. Demonstrate professional demeanor in behavior, appearance, and communication (2.1.1)
5. Engage in career-long learning (2.1.1)
6. Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2)
7. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (2.1.2)
8. Tolerate ambiguity in resolving ethical conflicts (2.1.2)
9. Apply strategies of ethical reasoning to arrive at principles decisions (2.1.2)
10. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3)

11. View themselves as learners and engage those with whom they work as informants (2.1.4)
12. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation (2.1.7)
13. Critique and apply knowledge to understand person and environment (2.1.7)
14. Analyze, formulate, and advocate for policies that advance social well-being (2.1.8)
15. Collaborate with colleagues and clients for effective policy action (2.1.8)
16. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (2.1.9)
17. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities (2.1.10a)
18. Use empathy and other interpersonal skills (2.1.10a)
19. Develop a mutually agreed-on focus of work and desired outcomes (2.1.10a)
20. Collect, organize, and interpret client data (2.1.10b)
21. Assess client strengths and limitations (2.1.10b)
22. Develop mutually agreed-on intervention goals and objectives 2.1.10b)
23. Select appropriate intervention strategies (2.1.10b)
24. Initiate actions to achieve organizational goals (2.1.10c)
25. Implement prevention interventions that enhance client capacities (2.1.10c)
26. Help clients resolve problems (2.1.10c)
27. Negotiate, mediate, and advocate for clients (2.1.10c)
28. Facilitate transitions and endings (2.1.10c)

Course Policies:

Class Attendance

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

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

Missed Materials

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

Cell phones, Beepers

During face-to-face classes, students are asked to turn off cell phones, pagers, or any other electronic device before entering the classroom. Ringing phones are an unwanted distraction and

convey disregard for the instructor and fellow class members. If you have an emergency, please adjust your communication device so that it vibrates and does not make noise. Also let the instructor know if you must take an important call during face-to-face class. Please do not bring children to class. Please do not bring pets to class.

Policy Regarding Assignments, Late Projects

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

Extra Credit

Extra credit assignments will not be offered.

General MSW Course Performance Expectations

In preparation for professional social work practice, all students must adhere to the course performance expectations:

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

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

Course Evaluation

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

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

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

Required Texts:

Hepworth, D.H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K. & Larsen, J. (2010). *Direct social work practice: Theory and skills* (8th edition). California: Brooks/ Cole Publishing Company.

Evaluation Methods:

- Psychosocial assessment 25%
- Self-reflection modules (Blog entries) 25%
- 5 triad sessions 25%
- Group Presentation/Paper on specific population 25%

Grade Scale:

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

Topical/Unit Outline:

Week	Topic
1	Introduction Basic engagement skills
2	Engagement
3	Ecosystems perspective Human diversity Help-seeking model (cross-cultural)
4	Continued
5	Social work values Practice dilemmas
6	Bio-psycho-social assessment
7	Engagement, goal setting, problem solving, termination // Watch film (such as <i>Big Mamma</i> or <i>Trouble the Water</i>) (for these 4 weeks these practice skills are taught and the video is viewed and discussed – micro and macro)
8	Continued -triads
9	Continued –triads
10	Continued – triads
11	Families, groups (risk and resilience overlay)

12	Macro strategies
13	Presentations on specific at-risk groups
14	Presentations on specific at-risk groups
15	Wrap up

Assignments:

Psychosocial Assessment Assignment

A basic and essential social work skill is conducting psychosocial assessments. In collaboration with your field supervisor, select a client from your field placement setting as your client for this project. It is important that the intended client (and legal guardian if indicated) is informed as to the purpose of this project, that participation is voluntary and can be refused at any time. To preserve client confidentiality, use a pseudonym for the client’s name in the assignment. This paper is generally expected to be **6-9 pages** in length. Below is a sample outline. You may use a different format that is utilized at you agency or one that you found in another source. Chapter 8 in the text will also serve as a resource. Additionally, handouts about assessments provided in class can serve as a guide.

Psychosocial Assessment Outline (example)

1. Identifying Data

- Client Name (use pseudonym)
- Date of Birth; age
- Contact Persons
- Relation to client
- Presenting Problem(s)

2. Personal History

Developmental history: include family of origin, pertinent cultural information, other pertinent childhood developmental history; any family history of mental illness, alcohol or drug abuse and/or physical or sexual abuse

- Marital history
- Medical history
- Educational and occupational history
- Religious history
- Social and economic history

3. Current Situation

- Home environment: include current environmental stressors, daily routines, etc.
- Social relationships
- Financial situation

Legal situation: any legal problems

4. Strengths Assessment (past, current, and potential)

5. Cultural/diversity factors

6. Psychosocial Assessment

This section is a summary of how you assess the client at the current time: appearance, behaviors, affect, cognitions, mental functioning, motivation, willingness for treatment, current family involvement, support systems, strengths, physical health, cultural/diversity issues. In this section you sum up the important points, give your impressions, and lay out the beginning of a plan to help the client build upon their current and potential strengths. A reader should be able to read only this section and understand the client in situation.

Self- Reflection Exercises (Blog entries)

This assignment includes several entries made via Moodle in a blog. (If the instructor generates a longer list of proposed topics, it is possible they could select 5 out of 7, or 3 out of 5, etc.) The blog can be made public to the whole class or be private just for the instructor, based on the instructor's preference. Proposed self-reflection topics that can be determined by the instructor can include:

Responses to some questions that ask about how the film viewed in class (perhaps Big Momma or Trouble the Water) relates/does not relate to their own life.

Self-reflect on how they are personally experiencing their role in the triad exercises. How do they feel in the role of the client.

Discuss three concepts discussed in class where they do not agree. What do they suggest is another way to view the concept?

How have they observed their professional goals change now that they have been exposed to graduate social work education. How do they assess their strengths as a social work practitioner?

Discuss risk and resiliency themes in their own family system.

(These are sample blog topics that can be developed by the instructor that fleshes out the lecture material.)

Triad Exercises

In this class you will be practicing social work interviewing skills within the context of a working group of three students. In this group of three (or "triad") you will take turns as the social worker, the client, and the observer (who will offer feedback to the worker). You will

meet in this group about 5 times during the semester. The client will use real life material as session content. You and the client will interact in an authentic manner, consistent with a helping relationship, not as if in a contrived role-play. Be sure to cover the rules of confidentiality in the first session and maintain confidentiality after the session. (See confidentiality statement below, which you will be required to sign in class.) Each time the triad group meets you will work on different interviewing skills, such as engagement, assessment, problem-solving, and termination skills. The instructor will conduct an exemplar session to demonstrate what is expected. Each of these skills will be covered in class lecture and readings. The students in each role will complete an evaluation checklist on if each student demonstrated competency in each role. At least once during the semester, the instructor will visit the triad session and conduct an assessment of competency, using the checklist.

This in-class assignment is worth 25% of the student's grade. Their grade is based on: 1) their participation as the social worker, client, and observer in each of the 5 triad sessions; 2) their competency in each of the required skills; and 3) their honest evaluation of each student in the triad session using the checklist.

Confidentiality Agreement (to be signed in class)

All personal information that is revealed during the triad counseling sessions, and/or in the larger class meetings is strictly confidential. I agree that I will not discuss such personal information outside of this class, with the exception of discussion with my particular triad or with the instructor. Such discussion will only be about my triad's content (not others). If I discuss my triad's content with other members of my triad outside of class, it will be only in oral form (no written/electronic communication) and with the express consent of all members of the triad. I will ensure that such discussion will be private and that it will not in any manner publically identify personal information and identities derived from my triad sessions. I agree to make sure progress notes use a pseudonym and that they are safeguarded and remain in my possession or with the instructor. I agree to safeguard the DVD or other electronic record of the recorded triad session.

Print Name _____

Signature _____

Date _____

Group Project Paper and Presentation

Form a group of three (or four – depending on class size) students and select one of the twenty vulnerable populations listed on page 4 of your social work text.

Work together to:

1. Conduct a literature review regarding social work practice with this particular population. Address specific information regarding knowledge, values and skills with respect to working with this group. What do workers need to know? (Four quality sources at a minimum - Journal articles (online or print) or professional books only, please.)
2. Locate and interview one person who is a member of this population. What are their unique needs? Strengths? Have they ever accessed services from a social worker? How was their experience? What advice do they offer to new practitioners interested in this group?
3. Locate and interview a social work professional who works with this population (it does not have to be exclusively). What does their work entail? Does the information gathered here confirm or contradict what was learned in the literature review? (Be specific here.) What are the specific challenges they experience in their work? What are the rewards?
4. Prepare a cohesive paper presenting the main points you learned about practice with this group from the review of the literature, summaries of the two interviews, and your collective opinions about whether or not you are interested in working with this population. Comment on if or how your opinions changed since first selecting the topic.
5. Write a final paper typed, double spaced, in APA format, and 5-8 pages long, not including references.
6. Prepare a 30-40 minute presentation (time adjusted based on class size) for the class on the content of your paper. You may be as creative as you desire, but your grade will be based on how well you communicate the main content of your paper. Be sure each group member verbally presents (although it does not have to be exactly even.) Be prepared to handle questions.
7. Have fun working together and learning from and with each other. Find each other's strengths.

Upload all assignments to the class Moodle page.

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

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

Academic Integrity:

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

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

Course Credit Workload:

This 3-credit course requires three hours of classroom or direct faculty instruction and six hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, required writing and library research, role-plays, and a presentation.

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

Diversity Statement:

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

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

Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious

Accommodation Form to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>).

Department Policies:

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

Optional Bibliography/Reading List: N/A

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

Course Number and Title: SOWK 6131: Social Work Research

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

Faculty Information: TBD

Catalog Description: This course introduces students to social science research methods and their relevance to social work. Other content relates to the application of critical thinking and how to engage in research-informed practice and practice-informed research. **Pre-requisites:** An upper division introductory statistics course. **Co-requisites:** SOWK 6141

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

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

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

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2)
3. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (2.1.2)
4. Tolerate ambiguity in resolving ethical conflicts (2.1.2)

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

Course Policies:

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

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

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

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

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

- Data that come from reliable sources, such as the Census Bureau, the Social Security Administration, the National Center for Health Statistics, or state Health and Social Services statistical offices.

- Peer-reviewed, scholarly articles. Such articles may be posted in journals on the Internet. In any case, a peer-reviewed, scholarly article will contain the name of the journal, volume and issue number, authors, and date.
- Citations from the Internet must include the exact URL and the date that the information was retrieved.

Some websites which are NOT to be used:

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

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

Teaching Strategies:

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

Required Texts:

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

Evaluation Methods:

There are 100 possible points awarded in this course. All students are expected to attend class prepared to participate (See Attendance Policy). The distribution for course assignments is:

4 APA Exercises	5 points each: 4x5 = 20 points
4 Exams	12 points each: 4x12 = 48 points
1 Article Critique	10 points
1 Research Framework	22 points
<hr/> TOTAL	100 points

Grade Scale:

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

Topical/Unit Outline:

Module 1 – Research in the Human Services

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

Module 2 – Logic of Social Research

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

Module 3 – Ethics in Social Research

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

Module 4 – Problem Formulation

- Selecting a Research Problem
- Importance and Role of Existing Literature and Literature Review
- Feasibility of a Research Project

Module 5 – Measurement

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

Module 6 – Sampling

- Sampling
- Sampling Terminology
- Probability Samples
- Nonprobability Samples
- Representativeness and Generalizability

Module 7 – Survey Research

- Survey Research
- Designing Questions

- Questionnaires
- Interviews
- Focus Groups

Module 8 – Analysis of Available Data and Scaling

- Analysis of Available Data
- Content Analysis
- Scales
- Validity and Reliability
- Scaling Formats
- Response Bias

Module 9 – Field Research and Qualitative Methods

- Field Research
- Qualitative Methods
- Issues in Observational and Field Research
- Assessment of Field Techniques and Qualitative Research
- Qualitative Analysis

Module 10 – Experimental Research

- Experimental Research
- Experimental Designs
- Threats to Internal and External Validity
- Assessment of Experiments

Module 11 – Single-System Design

- Single-System Design
- The Clinical Research Model and Process
- Generalizability and Assessment of Single System Design

Module 12 – Data Preparation and Presentation

- Data Analysis
- Data Preparation and Processing
- Data Entry and Cleaning
- Data Distributions
- Displays of Data

Module 13 – Descriptive and Inferential Statistics

- Descriptive Statistics
- Central Tendency, Dispersion, Association
- Normal Distribution
- Inferential Statistics
- Probability Theory

Thanksgiving Break

Module 14 – Evaluation Research

- Evaluation Research
- Formative Evaluation Research
- Summative Evaluation Research
- Barriers to Evaluation Research

Module 15 – Writing for Research: Grant Proposals and Report Writing

- Grants and Research Reports
- The Grant Funding Process
- Grant Proposals
- Research Reports

Reading Day

FINAL EXAM (4th Exam: Not cumulative)

Assignments:

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

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

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

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

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary

penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address: <http://legal.uncc.edu/policies/ps-104.html>

Academic Integrity:

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

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

Course Credit Workload.

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

Special Needs:

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

Diversity Statement:

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

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

Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each

semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>).

Department Policies:

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

Optional Bibliography/Reading List: TBD

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

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

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

Faculty Information: TBD

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

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

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

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

1. Practice self-reflection and correction to assure continued professional development (2.1.1)
2. Attend to professional roles and boundaries (2.1.1)
3. Demonstrate professional demeanor in behavior, appearance and communication (2.1.1)
4. Engage in career-long learning (2.1.1)
5. Use supervision and consultation (2.1.1)
6. Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2)
7. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (2.1.2)
8. Tolerate ambiguity in resolving ethical conflicts (2.1.2)
9. Apply strategies of ethical reasoning to arrive at principles decisions (2.1.2)
10. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3)
11. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (2.1.4)

12. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (2.1.4)
13. Recognize and communicate their understanding of the importance of difference in shaping life experiences (2.1.4)
14. View themselves as learners and engage those with whom they work as informants (2.1.4)
15. Understand the forms and mechanisms of oppression and discrimination (2.1.5)

Course Policies:

Professionalism: Attendance Policy

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

Professionalism: Class Participation

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

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

1. Participation in class discussions. Students are expected to come to class prepared to discuss assigned readings and participate in class discussions and in class.
2. Respectful attitude toward faculty and other students. All views are heard and questions and comments are to be respectfully communicated and responded to by students. Diversity of perspectives and ideas are to be welcomed.
3. Students are expected to contact me about course material, class participation, or readings and homework assignments if there are questions or problems. I can be contacted by phone or email and am available to meet with students at a time convenient for both the instructor and student.
4. Cell phones and laptops are a distraction in class and should be turned off before class begins. Laptops will be allowed only if students are using them to take notes in class.

Professionalism: Classroom Norms (Ground Rules):

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

understand rather than refute.

Be open to a different viewpoint. You will hear many opinions, comments and reactions. Be open to a safe environment. Everyone should feel safe to share themselves in an atmosphere of mutual understanding and non-judgment.

We are all bringing unique experiences to the class sessions. Let's value those experiences. Keep confidentiality. Ideas and learning are to be taken and shared.

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

If you have concerns about the class, please schedule an appointment to meet with the instructor and share these early in the semester so that they can be addressed. A copy of my teaching philosophy is available upon request.

Students have access to the Writing Lab on campus and spelling and grammar checks on computers. Papers with spelling, word choice, and grammatical errors do not look professional; therefore, excellence in both content and writing mechanics is expected for written assignments. Points will be reduced on written assignments for errors. Students should notify the instructor if they are concerned about their writing skills prior to turning in assignments.

For assistance with writing skills, you may contact the University Writing Center at 214 Fretwell, 704-687-4357 or at www.uncc.edu/writing.

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

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

Required Texts and Other Readings:

Corey, M. & Corey, G. (2007). *Becoming a helper*. (5th ed.). Belmont, CA: Brooks/Cole.

Hopps, J., Lowe, T., Stuart, P., Weismiller, T. & Whitaker, T. (2008). *Social Work Profession*.

In Mizrahi, T., & Davis, L. (Eds.), *Electronic Encyclopedia of social work* (e-reference edition). New York: Oxford University Press. Retrieved July 22, 2012 from <http://www.oxford-naswsocialwork.com.librarylink.uncc.edu/entry?entry=t203.e376>.

McNutt, J., & Floersch, J. (2008). *Social Work Practice*. In Mizrahi, T., & Davis, L. (Eds.), *Electronic encyclopedia of social work* (e-reference edition). New York: Oxford

University Press. Retrieved July 22, 2012 from
<http://www.oxford-naswsocialwork.com.librarylink.uncc.edu/entry?entry=t203.e375-s1>

Mizrahi, T., & Davis, L. Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice. In Mizrahi, T., & Davis, L. (Eds.). In Encyclopedia of Social Work: (e-reference edition). Retrieved July 22, 2012 from
<http://www.oxford-naswsocialwork.com.librarylink.uncc.edu/entry?entry=t203.e427>

National Association of Social Workers (2008). Code of ethics of the National Association of Social Workers. Washington, DC: Author.

Witkin, S., & Gottschalk, S. Alternative criteria for theory evaluation. Social Service Review 62(2), 211-223.

Evaluation Methods:

Family of Origin Personal Reflection Paper	20%
Midterm Exam	20%
2 Case Study Analysis Papers	20%
Group Interviews and Presentations	20%
Class Exercises	10%
Attendance and participation in class discussions	10%

Grade Scale:

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

Topical/Unit Outline:

Week 1: Introduction to course and syllabus review. History of the social work profession.
Read: Hopps et al., "Social Work Profession" in the Electronic Encyclopedia of Social Work.
McNutt & Floersch, "Social Work Practice" in the Electronic Encyclopedia of Social Work.

Week 2: History of the social work profession, continued.
Read: McNutt & Floersch, "Social Work Practice" in the Electronic Encyclopedia of Social Work.

Week 3: Professional identity and self-assessment as a social worker: Personal reflection and self-correction; examining motives for becoming a social worker; identifying common concerns of beginning workers.
Read: Corey & Corey, chapters 1, 3 & 4.
Class Exercise: An Inventory Self-Assessment of Attitudes and Beliefs About Helping

- Week 4: Professional identity and self-assessment as a social worker: Understanding roles, boundaries, professional demeanor, career-long learning, supervision and consultation.
Class Exercise: Self-Inventory on Managing Boundaries
Role play a supervisory session.
Read: Corey & Corey, chapter 10.
Due: Family of Origin Personal Reflection Paper
- Week 5: Social work ethical principles: Recognizing and managing personal values.
Class Exercise: Creating a Professional Journal
Read: Corey, chapters 8, 9 & 10.
- Week 6: Social work ethical principles: Ethical decision making using the NASW Code of Ethics.
Review handout on ethical responsibilities to clients and colleagues.
Class Exercise: Applying ethical principles in case studies of practice situations.
Read: Corey, chapters 8, 9 & 10.
- Week 7: Social work ethical principles: Tolerating ambiguity in ethical conflicts and applying strategies towards resolution.
Class Exercise: Applying ethical principles in case studies of practice situations.
Due: Case Analysis Paper #1.
- Week 8: No Class. Fall Break.
- Week 9: Mid-Term Examination. Covers Corey text, chapters 1, 3, 4, 8, 9 & 10; and all lectures and in-class exercises from Week 1 through Week 7. Short-answer format.
- Week 10: Critical thinking: Multiple sources of knowledge; research-based knowledge and practice wisdom. Guidelines for theory evaluation.
Class Exercise from Insight Assessment: Measuring Critical Thinking website.
Read: Witkin & Gottschalk.
- Week 11: Critical thinking: Analyzing assessment, prevention, intervention and evaluation models. Applying theory to practice decisions.
Read: Witkin & Gottschalk.
- Week 12: Critical thinking: Effective oral and written communication with individuals, families, groups, communities and colleagues.
Due: Case Analysis Paper # 2.
- Week 13: Critical thinking: Effective oral and written communication with clients. Emphasis on record keeping and documentation process.
- Week 14: Stress, burnout and self-care.
Class Exercise: Inventory of Stress and Support Systems.

Read: Corey & Corey, chapter 13.

Week 15: Group Presentations.

Week 16: Group Presentations.

Final Exam: TBD.

Assignments:

Family of Origin Personal Reflection Paper: After reading Corey and Corey's third chapter, write an APA-format paper of 8 full pages. Use the major themes and questions discussed in the Corey text and write about the influence of your family of origin on you as you grew up. Reflect on how your family of origin issues may affect your approach to the social work profession. Identify any unresolved issues between you and your family that might influence your professional work. Reflect on significant events that have influenced your attitudes about becoming an effective helper. This paper is due at the beginning of class on _____.

Case Analysis Papers: These papers will demonstrate the student's understanding of social work ethical principles and critical thinking skills via self-assessment and in the resolution of ethics-focused vignettes in the Corey & Corey text. These vignettes cover topics such as the student's motivation for entering the social work profession; understanding and serving clients from diverse populations, and the student's ethical responsibilities to the larger community via social activism. Each paper is 5 full pages and in APA format. Paper # 1 is due at the beginning of class on _____. Paper # 2 is due at the beginning of class on _____.

Group Interviews and Presentations: Groups of three students (no more than three) will interview a professional social worker. The interview should elicit the worker's motivations for entering the profession; ethical dilemmas the worker has resolved; how the worker views their family of origin as having influenced their current practice, and other components related to this course's content. The group will provide a 20-minute oral presentation about their interview to the class on dates to be assigned by the instructor.

Criteria for grading presentations and/or papers:

- 1) complete coverage of all of the content requested in the assignment
- 2) clarity in presentation of material, organization of presentation
- 3) creativity in sustaining the class as an audience
- 4) responsiveness to the views and questions of the class
- 5) use of handouts and/or visual aids that are informative and relevant.

A—exceptional (your papers and presentations stand out above the work of your classmates)

B—satisfactory (your papers and or presentations are well done but are not as clear, accurate or well organized as your classmates)

C—marginal (your papers and presentations lack organization, references, correct spelling and grammar, and creativity)

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

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

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/up-407>

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

Course Credit Workload:

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

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, (phone: 687-4355 voice/TDD) the first week of the semester.

Information about available services may be found at <http://legal.uncc.edu/policies/up-501>.

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

Diversity Statement:

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

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/up-307>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is

prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

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

Department Policies:

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

Optional Bibliography/Reading List:

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

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

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

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

Faculty Information: TBD

Catalog Description - This course examines individual, systemic, and ideological factors related to diversity and social justice. Theories and perspectives that contribute to understanding oppression and privilege are emphasized. Implications for social work practice, research, and policy are examined. Strategies to counter discrimination and oppression are identified. This course requires considerable critical analysis and self-reflection on the part of participants.

Prerequisites: SOWK 6131, 6141, 6232, 6242 **Co-requisites:** SOWK 6121, 6441

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

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

The course further prepares students to recognize the role and importance of difference in shaping life experiences in their own lives and in the lives of those whom they will engage through their social work practice. It requires students to understand how [age, class, color, culture, disability, ethnicity, gender, gender identity/expression, immigration status, country of origin, political ideology, race, religion, sex, and sexual orientation] may shape client experiences and practice with clients. It requires students to examine internalized attitudes and roles toward diverse and vulnerable populations and examine the relationship of personal values in light of the NASW Code of Ethics. The course assumes that competent practice requires social workers to examine the personal and professional use of self, recognize and manage biases, and engage individuals or groups different from self.

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

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

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

Course Policies:

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

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

PROFESSIONALISM – In preparation for professional social work practice, students will be expected to attend class and be prepared to participate in classroom discussion and exercises. Participation that exemplifies professionalism will include the following:

- Punctuality;
- Thoughtful preparation for each class period;
- Regular contributions to class discussion and exercises;
- Respect for diversity (see p. 5 of this document);
- Respect for others in open and private dialogue;
- Openness to learning from others;
- Not disturbing others (through cell phones, texting, laptop use, etc.);
- Completion of assignments on time;
- Critical Thinking.

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

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

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

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

because attending to issues of diversity is often a sensitive undertaking, the following course ground rules² will be observed:

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

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

Required Texts:

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

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

Kidd, S.M. (2002). *The secret life of bees*. New York: Penguin Books.

Tyson, T. B. (2004). *Blood done sign my name*. New York: Crown Publishers.

Evaluation Methods:

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

Grade Scale:

A = 90-100%

B = 80-89%

C = 70-79%

U = >70%

Topic/Unit Outline:

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

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

Assignments:**ASSIGNMENT 1: Integrated Learning Journal**

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

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

Journal Entry 1: Self-Awareness Journal

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

Journal Entry 2: Community Meeting

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

Journal Entry 3: Reflection on *Oppression* by Marilyn Frye

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

Journal Entry 4: Open Reflection & Course Summary Journal

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

ASSIGNMENT 2: Racial Identity Paper

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

ASSIGNMENT 3: Critical Book Reflection Paper

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

Questions for *The Secret Life of Bees*:

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

Questions for *Blood Done Sign My Name*

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

ASSIGNMENT 4: Social Justice & Diversity Workshop & Presentation

The purpose of Assignment 4 is to help students recognize their role as a change agent in an organization or community; and, to develop writing, problem solving, and presentation skills. Groups of 3-4 students will **select a topic and design a social justice and diversity workshop for professionals and paraprofessionals** that you might give in the future. The topic can be chosen from any area related to institutionalized discrimination and its effects on communities, organizations, and clients. The workshop should be relevant to agency practice. In the early stages of planning, review the topic with your classroom instructor. Submit a professional portfolio of products to document your efforts.

The following outline may help you organize this assignment:

1. Use scholarly literature to identify and provide documentation for area of concern, such as the differential diagnosis or treatment of members of different groups; unexpected levels of participation by clients of different groups; unexpected levels of representation by members of different groups; or agency staffing that does not represent the general population.
2. Develop specific strategies for responding to findings. These strategies should flow from the literature search, from qualitative and quantitative research (interviews, questionnaires, and surveys), from an analysis of the possible causes of identified concern, and from conjectures about ways to rectify institutionalized discrimination.
3. Prepare a proposal for a workshop you could present in the future. The proposal should include the following elements:
 - a. Description of the setting/context for the presentation
 - b. Well-developed rationale for need for a workshop on selected topic
 - c. Statement of objectives
 - d. Identification of intended participants
 - e. Summary of proposed content, including format and style
 - f. Review of workshop activities
4. Develop a lesson plan or script that directs each minute of the workshop. The script should specify:
 - a. A detailed description of the content, amount of time allocated to each section, and method of delivery presented in paragraph form with topical headings; and
 - b. A description of activities which indicate goals, procedures, and content.
5. Create an annotated bibliography to distribute to participants.
 - a. List a minimum of ten items, including books, articles, chapters of books, two Internet resources, and at least one work of fiction.
 - b. Include a short paragraph highlighting the major points or ideas of each reference.
 - c. Compile a list of supporting references and other resources which might interest participants.
6. Develop, collect, or assemble handouts.
7. Develop a plan for evaluating the workshop, including an evaluation form.
8. Present a summary of the workshop to your classmates.

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

CODE OF STUDENT RESPONSIBILITY:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address: <http://legal.uncc.edu/policies/up-406>

ACADEMIC INTEGRITY:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>. *Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.*

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

SPECIAL NEEDS:

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

DIVERSITY STATEMENT:

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

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

RELIGIOUS ACCOMMODATION:

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

DEPARTMENT POLICIES:

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

Optional Bibliography/Reading List:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.
- Appleby, G. A., Colon, E., & Hamilton, J. (2007). *Diversity, oppression, and social functioning: Person-in-environment assessment and intervention* (2nd ed.). Boston: Allyn & Bacon.
- Johnson, A. G. (2001). *Privilege, power, and difference* (2nd ed.). Mountain View, CA: Mayfield Publishing Company.
- Marsiglia, F. F., & Kulis, S. (2009). *Diversity, oppression, and change: Culturally grounded social work*. Lyceum Books, Inc.

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

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

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

Faculty Information: TBD

Catalog Description – This course expands social work students’ knowledge, values, and skills with regard to advanced micro practice with individuals, especially members of vulnerable groups. **Pre-requisites:** SOWK 6121, 6131, 6141, 6151, 6232, 6242, 6441 **Co-requisites:** SOWK 6252, 6442

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

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

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

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

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

Course Policies: TBD

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

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

Required Texts:

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

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

Evaluation Methods:

Assignments

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

Integration Paper	100 points
Exam 1	100 points
Exam 2	100 points
<hr/> Total points possible	500 points

Grade Scale:

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

Topical/Unit Outline:

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

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

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

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

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

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

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

Group Demonstration and Critique Worksheets (3)

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

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

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

Academic Integrity:

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

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

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

Course Credit Workload.

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

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>.

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

Diversity Statement:

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

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

Religious Accommodation:

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

Department Policies:

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

Optional Bibliography/Reading List: TBD

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

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

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

Faculty Information: TBD

Catalog Description: This practice and program evaluation course demonstrates how to engage in research-informed practice and practice-informed research. Managing client data and critically analyzing, monitoring, and evaluating interventions are covered in-depth. **Pre-requisites:** SOWK 6131, 6141 **Co-requisites:** SOWK 6242

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

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

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2)
3. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (2.1.2)
4. Tolerate ambiguity in resolving ethical conflicts (2.1.2)
5. Apply strategies of ethical reasoning to arrive at principled decisions (2.1.2)
6. Analyze models of assessment, prevention, intervention, and evaluation (2.1.3)
7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and/or colleagues (2.1.3)

8. Engage diversity and difference in practice (2.1.4)
9. Use practice experience to inform scientific inquiry (2.1.6)
10. Use research evidence to inform practice (2.1.6)
11. Collect, organize, and interpret client data (2.1.10b)
12. Assess client strengths and limitations (2.1.10b)
13. Develop mutually agreed-on intervention goals and objectives (2.1.10b)
14. Select appropriate intervention strategies (2.1.10b)
15. Social workers critically analyze, monitor, and evaluate interventions (2.1.10d)

Course Policies:

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

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

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

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

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

Some websites which are NOT to be used:

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

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

Teaching Strategies:

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

Required Texts:

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

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

Video:

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

Evaluation Methods:

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

Grade Scale:

A = 90-100%

B = 80-89%

C = 70-79%

U = >70%

Topical/Unit Outline:

Module 1 – What is Evaluation Research?

- Defining Evaluation Research
- Critical Thinking in Evaluation Research
- History of Evaluation Research
- Forces for Change
- How Political Factors and Agency Context Can Affect Evaluation
- Current Evaluation Research

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

Module 2 – Review of the Use of Statistics in Practice and Program Evaluation

- Review of Descriptive and Inferential Statistics Introduced in SOWK 6131: Research
- Interpreting Statistics from Actual Program Evaluations
- Utility and Drawbacks of Statistical Analyses (Qualitative and Quantitative)
- How to Best Interpret and Measure Effectiveness

Module 3 – Traditional Methods for Monitoring and Improving Social Work Practice

- Value and Usefulness of Program and Practice Evaluation for Agencies, Planning and Development, and Regulatory/Funding Bodies
- Methods to Improve the Quality of Individual Services
- Methods to Improve the Quality of Programs

Module 4 – Managing Client Data within Social Work Practice

- How to Collect, Organize, and Interpret Client Data
- Assessing Client Strengths and Limitations
- Developing Mutually Agreed-On Intervention Goals and Objectives

Module 5 – Outcome Evaluations

- Evaluation Foci
- Use of the Logic Model
- Research Designs in Outcome Evaluations
- Outcome Evaluation Reports

Module 6 – Single System Research

- Single-System Design
- The Clinical Research Model and Process
- Measurement Tasks and Issues

Module 7 – Single System Analysis

- Analysis of Single System Data
- Internal Validity and Single System Research
- Reports of Single System Studies

Module 8 – Critical Analysis

- Models of Assessment, Prevention, Intervention, and Evaluation
- How to Critically Analyze, Monitor, and Evaluate Interventions

Module 9 - Program Evaluation

- What is Program Evaluation
- Good Program Evaluation versus Bad Program Evaluation
- Program Components and Their Meanings
- Sources of Knowledge for Program Evaluation

Module 10 – Needs Assessments

- Community Needs Assessments
- Needs Assessments for Proposed Programs
- Needs Assessments for Existing Programs

Module 11 – Evaluations to Improve Programs

- Completing Unfinished Business
- Program Monitoring
- Formative Evaluations
- Process Evaluations

Assignments:

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

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

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

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

- b. Actively participate in an evaluation project offered in your field agency and share what you learned. (1)
- c. Lead a focus group of clients that explores what they see as the strengths and weaknesses of a particular program. Share your results. (1)
- d. Lead a focus group of clients that involves them in identifying possible questions for a needs assessment study. Report on your results. (Examples of topics for needs assessments are teen pregnancy prevention, domestic violence, services relevant to older adults, staff morale issues). (1)
- e. Lead a focus group of at least 6 BSW or MSW students on a topic of interest to you and report on the findings to either the BSW Committee or MSW Committee. (2)
- f. Conduct and report on a case study of a client. (1)
- g. Conduct and report on a case study of a client having difficulty with agency accessibility issues. (1)
- h. Identify the critical ingredients in your practice approach. (To complete this task, for example, you could write up and analyze 3 - 4 process recordings of your work with clients, identify those aspects in your process recording that seem most prominent, and then describe an approach that reflects what you actually do.) (1 or 2)
- i. Develop a logic model for your agency. Share your results with your agency and the class. (1)
- j. Implement a Single System design with a client and present the results to the class. (1)
- k. Present a role-play of work with a client system focusing on an evaluation of client progress. Include both the initial session and later evaluation session in the role-play. Use a Single System Design and/or Goal Attainment Scale to evaluate the client's progress. (2)
- l. Create your own practice/program evaluation project (requires instructor permission). (1)
- m. Assist your agency in writing a grant. Share the components you wrote with the class. (1)

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

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

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

Academic Integrity:

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

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

Course Credit Workload.

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

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, phone: 687 4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>.

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

Diversity Statement:

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

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Department Policies:

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Optional Bibliography/Reading List: TBD

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

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

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

Faculty Information: TBD

COURSE DESCRIPTION - This course addresses the role of advocacy in the social work profession, tools for bringing about policy change, and use of advocacy to promote social justice, especially for vulnerable populations. **Prerequisites:** SOWK 6131, 6141 **Co-Requisites:** SOWK 6232

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

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

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

1. Advocate for client access to the services of social work (2.1.1)
2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics of Social Work, Statement of Principles (2.1.2)
3. Tolerate ambiguity in resolving ethical conflicts (2.1.2)
4. Apply strategies of ethical reasoning to arrive at principled decisions (2.1.2)
5. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3)
6. Engage in diversity and difference in practice (2.1.4)
7. Advocate for human rights and social and economic justice (2.1.5)
8. Engage in practices that advance social and economic justice (2.1.5)
9. Analyze, formulate, and advocate for policies that advance social well-being (2.1.8)
10. Collaborate with colleagues and clients for effective policy action (2.1.8)

11. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service (2.1.9)
12. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (2.1.9)
13. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities (2.1.10a)
14. Use empathy and other interpersonal skills (2.1.10a)
15. Develop a mutually agreed-upon focus of work and desired outcomes (2.1.10a)
16. Collect, organize, and interpret data (2.1.10b)
17. Assess client strengths and limitations (2.1.10b)
18. Develop mutually agreed-upon intervention goals and objectives (2.1.10b)
19. Select appropriate intervention strategies (2.1.10b)

COURSE POLICIES:

Class Attendance

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

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

Missed Materials

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

Cell phones, Beepers

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

Policy Regarding Assignments, Late Projects

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

Extra Credit

Extra credit assignments will not be offered.

General MSW Course Performance Expectations

In preparation for professional social work practice, all students must adhere to the course performance expectations:

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

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

Course Evaluation

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

Expectations of Instructor

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

How to Reach the Instructor

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

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

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

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

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

REQUIRED TEXTS:

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

EVALUATION METHODS:

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

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

Grade Scale:

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

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

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

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

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

Assignments:

Professionalism (5 points)

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

Midterm Exam (10 points) and Final Exam (10 points)

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

Assessing Power in Organizations (15 points)

Write a paper that assesses power within your field agency. Your paper should be a maximum of five pages and answer the following questions.

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

Developing and Defending Specific Policy Actions and Proposals –identifying the problem, framing the problem, developing solutions, venues for delivering proposals, and matching messaging strategies with various kinds of audiences (e.g., hostile, apathetic, friendly, uninformed)

Advocating with Policymakers (10 points)

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

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

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

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

Policy Memo (20 points)

Step 1. Choose a Topic

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

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

Step 2. Write the Policy Memo

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

- I. Abstract that summarizes the main point of the document. (Write this last!)
- II. Introduction to the problem/issue (What is the issue? What are you interested in changing and for whom?)
- III. Background of the problem/issue (When did this problem begin or when did it become recognized as an issue? **NOTE:** You cannot possibly detail all the important events in a social problem. Limit yourself to a maximum of two pages of double-spaced text and move on.)

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

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

Example (AIDS): HIV infections among gay men declined for years, but there is now an upswing in the number of cases in that population. In addition, the number of poor people with the disease has escalated. Most new cases of HIV are occurring in populations who cannot afford lifesaving medications. Provide quantitative estimates of the problem's magnitude and intensity--for example, how many lives are affected, how many dollars are spent?

Example (AIDS): The latest estimates from the U.S. Department of Health and Human Services (2009) is that over 50,000 people with HIV in the United States have stopped taking their medications due to lack of insurance or inability to pay large co-payments. This is increasing costs by an estimated \$xxxxx each year. Some small rural hospitals are facing bankruptcy due to the cost of care of people with the virus who have stopped taking their medications.

- V. Who supports what? (Are there particular constituencies that want particular action taken? Who are they? What do they want to happen?)

Example (AIDS):

Initially, conservative members of Congress such as Senator Jesse Helms of North Carolina suggested a quarantine of people with HIV/AIDS into "health encampments" in an effort to

contain the spread of the virus. This idea was supported by members of the religious right who saw AIDS as a “gay disease” that reflected God’s retribution toward homosexuals for ungodly behavior. However, the Ryan White story began to soften public opinion about the disease.

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

- VI. Recommendations (Choose a side. Tell your legislator what action to take and why he or she should take it. Do not apologize for what you believe to be the right course of action based on your evidence from peer-reviewed sources, not your belief. If you find peer-reviewed sources that support your beliefs, fine. If you do not, then you do not have evidence to make a case that supports you. Go with the evidence.) Also, you must discuss how your recommendation will affect a disempowered subpopulation differently and what to do about it. We will discuss this more in class.
- VII. References (***IMPORTANT!*** In Section V, you are permitted to use non-peer-reviewed sources, such as newspapers, editorials, or advocacy sites. If you use sources that are not peer-reviewed in ANY other sections, the paper will not be accepted. It will be returned to you and you will have to do it over. If you find a source and you are unsure if it is acceptable, contact the Instructor for assistance.)

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

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

Advocacy Presentation (10 points)

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

Public Policy Meeting (10 points)

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

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

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

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

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

Code of Student Responsibility:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:
<http://legal.uncc.edu/policies/up-406>

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in

disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>

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

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

Special Needs:

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

Diversity Statement:

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

Other:

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

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

Department Policies:

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

Optional Bibliography/Reading List: TBD

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

Course Number and Title: SOWK 6252: Mental Health Assessment

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

Faculty Information: TBD

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

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

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Evaluate the strength and source of the evidence and employ the most valid, reliable, or authentic findings to inform practice (2.1.6)
6. Utilize culturally competent frameworks to guide the processes of assessment, intervention, and evaluation (2.1.7)

7. Apply critical analysis to understanding the person in context of an ever-changing social environment (2.1.7)
8. Use multidimensional measures to assess outcomes on multiple-levels of practice (2.1.10b)
9. Assess readiness for change (2.1.10b)
10. Assess strengths and assets including adaptive strategies and responses (2.1.10b)
11. Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies (2.1.10b)
12. Use differential and/or multi-axial diagnostics in clinical practice with cultural competency (2.1.10b)

Course Policies:

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

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

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

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

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

Some websites which are NOT to be used:

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

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

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

Required Texts:

- American Psychiatric Association. (2000). *Quick reference to the Diagnostic Criteria from DSM IV-TR*. Washington, DC: Author.
- Zide, M.R. & Gray, S.W. (2008). *Psychopathology: A competency-based model for social workers*. Belmont, CA: Brooks/Cole.

Evaluation Methods:

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

Grade Scale:

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

Topical/Unit Outline:

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

WEEK 1

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

WEEK 2

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

WEEK 3

Week 2 material continued

WEEK 4

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

WEEK 5

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

WEEK 6

Mid-term evaluation

WEEK 7

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

WEEK 8

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

WEEK 9

Group presentations

WEEK 10

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

WEEK 11

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

WEEK 12

Personality disorders (continued); Dissociative disorders

Reading: QR 229-232; ZG Chapter 7

WEEK 13

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

WEEK 14

Licensure process; LCSW exam

WEEK 15

Final Examination

Assignments:

Group Presentation

Students will form groups of 2-3 members and will choose a mental disorder from among the disorders presented throughout the class. Each group will provide a 30-minute oral presentation in which one member will play the role of social worker and the others will act as the client and collateral contacts. The presentation should include: presenting symptoms per DSM-IV-TR criteria, highlights from a competency-based social work assessment and empirically-based social work interventions.

Disorders for Oral Presentations:

- 1) ADHD/ODD/CD/Separation Anxiety
- 2) Alcohol Abuse
- 3) Cocaine and Opiate Abuse
- 4) Schizophrenia
- 5) Major Depressive Disorder and Dysthymia
- 6) Bi-Polar Disorder
- 7) Phobias
- 8) PTSD
- 9) Generalized Anxiety Disorder
- 10) Sexual Desire/Arousal/Orgasmic Disorders
- 11) Eating Disorders
- 12) Cluster A of the Personality Disorders (choose one)
- 13) Cluster B of the Personality Disorders (choose one)
- 14) Cluster C of the Personality Disorders (choose one)

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

Exams

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

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

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

Academic Integrity:

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

Course Credit Workload:

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

Special Needs:

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

Diversity Statement:

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

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

[66.html](#)). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

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

Department Policies:

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

Optional Bibliography/Reading List: TBD

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

Course Number and Title: SOWK 6441: Social Work Practicum I & SOWK 6442: Social Work Practicum II

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

Faculty Information: TBD

Catalog Description: The foundation field practicum prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor and also participate in seminar monthly. **Pre-requisite:** SOWK 6131, 6141, 6232, 6242. **Co-requisite:** SOWK 6121, 6151.

Course Rationale: As CSWE's "signature pedagogy," social work practicum I and II are crucial for developing practical knowledge/competency at the foundation level of the MSW program. Students are exposed to learning opportunities that transform conceptual academic knowledge and allow them to have the ability to demonstrate the skills, knowledge and values within field practicum agency. Social work practices are refined and strengthened under the supervision of their field instructor and the student has the opportunity to critically reflect on their experiences and practice through seminar discussions monthly and assignments.

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Advance human rights and social and economic justice (2.1.5)
6. Engage in research-informed practice and practice-informed research (2.1.6)
7. Apply knowledge of human behavior and the social environment (2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)
9. Respond to contexts that shape practice (2.1.9)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (2.1.10abcd)

Course Policies:

- Participate in field placement a minimum of sixteen (16) hours per week each semester.
- Notify the field instructor prior to the start of work on any day that the student is unable to attend field work duties due to illness and/or inclement weather.
- Develop a learning agreement contract acceptable to the student, field instructor, and faculty liaison that will address all practice skills and allow the student to demonstrate the knowledge values and skills during the practicum.
- Work with a sufficient number of clients so that the competencies in the course objectives can be met.
- Work with a variety of clients and problem situations.
- Work directly with individuals, families, small groups, organizations, and communities.
- Participate in a minimum of one one-hour-long supervisory conference with a MSW each week.
- Integrate classroom learning with the field experience discussing assignments with their field instructor.

Attendance Policy

Class attendance and punctuality are expected behaviors and evidence of professionalism. You are expected to arrive on time and remain for the entire class. Arriving late for class or leaving early from class constitutes an absence. In the event of a dire circumstance (e.g. serious illness, death) verification of the circumstance is required for consideration as an excused absence. This is a seminar class that only meets one time monthly and it is expected that each student will attend all classes.

Disruptions During Seminar Classes

Disruptions during the class period (e.g., arriving late, leaving and returning to the room during class, text messaging on cell phones, leaving early, etc.) interfere with the focus and continuity of the class. Therefore, please keep disruptions to a minimum. Also, do not use laptop computers, please turn off ringers, and related sound alerts for beepers and mobile phones during class.

Student Responsibilities:

Social work students are held to a high standard of conduct. In preparation for professional social work practice, all students in social work classes must adhere to prescribed performance expectations which includes being able to meet timelines for work being submitted, professional behavior, being able to discuss issues in a respectful manner with colleagues, and being open to feedback and supervision. Faculty members regularly evaluate students. Evaluations are used for student recognition, probation, or termination from the program.

Maintaining an E-mail Account

Students in this course are required to maintain and check their 49er Express e-mail account (username@uncc.edu) on a regular basis to facilitate communication between the professor and students and to maximize student learning. This address is now the students' official address through which students will receive official University notifications, news, and updates.

This course has a clinical field component.

The student is responsible for complying with requirements in affiliation agreements affecting student in clinical setting experiences.

If there is a disaster (i.e., fire, bomb threat) or any event at an agency that results in a student being unable to engage in the clinical educational responsibilities, please report the disaster or event to Susan Marchetti, Coordinator of Field Education, Department of Social Work, CHHS 489B, (704-687-7932) or smarche3@uncc.edu

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

Teaching Strategies: Seminar Class will be interactive discussion related to topics noted and all students are expected to draw for experiences in the field placement to contribute to the discussion in a professional manner. Students shall use the seminar discussion to be self reflective about experiences and become more self aware. Written journals and blackboard assignments are designed to integrate experiences within the field placement with program objectives, theory, and research. Reading assignments are designed to give first year social workers a foundation for their professional identity and behavior.

Required Texts:

The Social Work Practicum-A Guide and Workbook for Students 5th edition, Cynthia L. Garthwait, Pearson, Allyn & Bacon, USA, 2011

Field Practicum – Skills Building From a Multicultural Perspective, Kip Coggins & Bonnie F. Hatchett (Department of Social Work, University of Texas-El Paso, eddie bowers publishing co., Inc., 2002

The Human Services Internship-Getting the Most from Your Experience, 2nd edition, Pamela Myers Kiser, Thomason Brooks/Cole, US 2008

Evaluation Methods

Grades:

The course is graded on a letter grade basis and the final grade is based on the Field Instructors Evaluation of the student which is completed at the end of each semester and the grade received for the seminar class. In order for students to successfully complete the course, they must:

- Demonstrate reliable and consistent attendance in field work;

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

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

Final Grades for Field Placement (Social Work 6441-6442) will be based on the following grid.

Evaluation of Practicum Grade	Field Seminar Grade	Final Grade will be
A	A	A
A	B	B
A	C	B
A	U	U
B	B	B
B	A	B
B	C	C
B	U	U
C	A	B
C	B	C
C	C	C
U	(A), (B), or (C)	U

Grade Scale:

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

Topical/Unit Outline:

6441

- MSW Orientation at UNCC**

First Day of Field Placement!!

Seminar Class

There will be an abbreviated class to review the development of your Learning Agreement in Seminar and there will be a session about the Library in Atkins 125 at 6:30 with Frada Mozanter

Learning Agreements due

(Required reading prior to the submission of Learning Agreement: *The Social Work Practicum-A Guide and Workbook for Students 5th edition*, Cynthia L. Garthwait, Pearson, Allyn & Bacon, USA, 201, Chapter 3

Seminar Class

Topics - Getting acquainted with your agencies and the network of community providers. Learning Opportunities. Supervision.

Required Reading prior to September 14th class: *The Social Work Practicum-A Guide and Workbook for Students 5th edition*, Cynthia L. Garthwait, Pearson, Allyn & Bacon, USA, 201, Chapters 2 and 5

Seminar Class

Topics – Social Work Values and Ethics. Ethical Dilemmas. Professional Social Work Roles and Behavior.

Required reading prior to the October 12th class, *The Social Work Practicum-A Guide and Workbook for Students 5th edition*, Cynthia L. Garthwait, Pearson, Allyn & Bacon, USA, 201, Chapter 13

Seminar Class

Topic – Diversity and Cultural Competence

Required reading prior to the November 9th class, *The Social Work Practicum-A Guide and Workbook for Students 5th edition*, Cynthia L. Garthwait, Pearson, Allyn & Bacon, USA, 201, Chapter 12

Final

6442

Seminar Class

Discussion related to Ethics, values and legal issues related to your placements

Required Reading prior to the January class *The Evidenced Based Internships- A Field Manual*, Barbara Thomlinson and Kevin Corcoran, Chapter 3

Seminar Class

Discussion Focus – Culturally Competent Skill Building

Required Reading prior to February 2010 class, Coggins-Hatchett, Field Practicum-Skill Building From A Multicultural Perspective, Chapter (5)

Seminar Class

15 minute Case Presentations with the following written criteria to be followed. The written case presentation shall be submitted after the presentation and will also be considered as part of the overall grade for the assignment.

Identifying Information – Please make sure that you disguise information enough that the person or person remain anonymous and confidentiality is maintained

Reason for Referral and source – Please clearly state the reason for the referrals to your agency.

Clients View of the Problem(s).

Information about the Problem from other sources – Include this if available

Precipitating Factors- what has precipitated the problems for which the client has been referred for service. Is it a new or short term problem? Has it been complicated by new issues or concerns. Please note your client’s strengths, and resources to help them work on this problem.

Assessment of Presenting Problems – please make sure you assess if there are more than one problem being faced by the client and what presenting problems have the most urgency for the clients. Please note any other resources that they may be using

Plan for Intervention or actions taken – Please make sure that you use measurable objectives

Seminar Class

15 minute Case Presentations with the following written criteria to be followed. The written case presentation shall be submitted after the presentation and will also be considered as part of the overall grade for the assignment.

Identifying Information – Please make sure that you disguise information enough that the person or persons remain anonymous and confidentiality is maintained.

Reason for Referral and source – Please clearly state the reason for the referrals to your agency.

Clients View of the Problem(s).

Information about the Problem from other sources – Include this if available

Precipitating Factors- what has precipitated the problems for which the client has been referred for service. Is it a new or short term problem? Has it been complicated by new issues or concerns. Please note your client’s strengths, and resources to help them work on this problem.

Assessment of Presenting Problems – please make sure you assess if there are more than one problem being faced by the client and what presenting problems have the most urgency for the clients. Please note any other resources that they may be using.

Plan for Intervention or actions taken – Please make sure that you use measurable objectives

May Final

ASSIGNMENTS:

Journal Assignment # 1

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

Moodle Assignment on Ethics

Submit a paper that is not longer than 750 words on the on the following topic.

Rosa Velasquez is a 35 year old mother who indicates that she is from Costa Rica. She moves frequently within the Charlotte region, speaks limited English and you strongly suspect could be an undocumented immigrant. As an intern, you have helped your first client, Rosa, find a job. She is the single parent of a 10 year old son and Isabella (9 years) who come home from school at 3PM and Rosa cannot be home until 6PM. Initially, she tells you that he can care for himself and his sister for 3 hours. You advise her that a 10 year old requires adult supervision, so she says that she'll have a neighbor check in on Juan. You would like to believe her, but you thinking she is just saying what you want so you won't interfere or call child protective services.

What are your legal and ethical obligations?

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

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

Journal Assignment # 2

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex,

and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

Please use the above noted Core Competency as a basis for your Journal and reflect on what you are doing in your placement that further develops your competencies in at least two (2) of these areas. It is important to be specific related to the culturally diverse populations that you are working with and using as a basis for the journal.

Journal Assignment # 3

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

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

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

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

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Please use the above noted Core Competency as a basis for your Journal and reflect on what you are doing in your placement that further develops your competencies in at least two (2) of these areas with **groups, organizations, and or communities..**

Journal Assignment # 4

You are interviewing for a job or your next internship and please note how you would respond to the following question.

What did you get out of your field placement this year and how has the experience specifically changed you? It is important that you reflect on the Social Work Practice behaviors that you are developing competencies in, what you have learned about yourself in supervision, and your professional development.

Final – Moodle Assignment - This assignment should be a minimum of 750 words.

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

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

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

Please use the above noted Core Competency and practice behaviors as a basis for your Journal. Please reflect on area of policy action related to your agency/client population that you believe would make a difference in the service delivery. It is important to be specific on the reasons and your recommended actions.

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

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

Academic Integrity:

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

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

Special Needs:

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

Diversity Statement:

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

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

Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a [Request for Religious Accommodation Form](#) to their instructor prior to the census date for enrollment for a given semester <http://legal.uncc.edu/policies/ps-134.html> . The census date for each

semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<http://registrar.uncc.edu/calendars/calendar.htm>).

Department Policies:

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

Optional Bibliography/Reading List:

This is a course which has a clinical field component. The student is responsible for complying with requirements in affiliation agreements affecting students in clinical settings.

If there is a disaster (for example, a fire or bomb threat), or any event at an agency that results in a student being unable to engage in the clinical educational responsibilities, please report the disaster or event to Sue Marchetti, Coordinator of Field Education, Department of Social Work, either at 704-687-7932 or at smarche3@uncc.edu.

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

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

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

Faculty Information: TBD

Catalog Description – This course expands social work students’ knowledge, values, and skills with regard to advanced micro practice with groups and families. **Pre-requisites:** SOWK 6121, 6131, 6141, 6151, 6212, 6232, 6242, 6441, 6442, 6252 **Co-requisites:** None.

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

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

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

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

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

Course Policies: TBD

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

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

Required Texts:

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

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

Evaluation Methods:

Assignments

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

Grade Scale:

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

Topical/Unit Outline:

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

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

Assignments:

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

Outline & Class Presentation of Group Activity: Students will form groups around shared population interest. They will plan and present a group activity that would be used in a group for

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

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

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

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

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

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

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

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

Course Credit Workload.

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

Special Needs:

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

Diversity Statement:

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Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of

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

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Optional Bibliography/Reading List: TBD

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

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

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

Faculty Information: TBD

CATALOG DESCRIPTION - This course builds on the foundational theories and skills introduced in Social Work Practice with specific attention to communities and organizations as primary client systems. It introduces theories that inform and guide practice in communities and organizations. It builds advanced skills in engaging and assessing communities and organizations. **Pre-requisites:** SOWK 6121, 6131, 6141, 6151, 6212, 6232, 6242, 6252, 6441, 6442, 7125 **Co-requisites:** SOWK 7443.

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

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

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

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

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

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

COURSE POLICIES:

REFERENCING AND ACCESSING APPROPRIATE SOURCES – As noted in the university policy below, referencing is expected whenever quoting or otherwise using others' work (such as in paraphrasing or employing key ideas). Standard APA style (6th edition) is required for citation within the text and in the reference section. Given the availability of

information on the World Wide Web, it is often difficult to evaluate the quality of online sources. It is expected that students will pay attention to the domain, sponsor, author's background, and date of information on websites used and will *cite all information obtained from websites*. In doing all assignments, it is expected that students will always include sources that have been subjected to peer review and are published in scholarly journals.

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

PROFESSIONALISM – In preparation for professional social work practice, students will be expected to attend class and be prepared to participate in classroom discussion and exercises. Participation that exemplifies professionalism will include the following:

- Punctuality;
- Thoughtful preparation for each class period;
- Regular contributions to class discussion and exercises;
- Respect for diversity (see p. 5 of this document);
- Respect for others in open and private dialogue;
- Openness to learning from others;
- Not disturbing others (through cell phones, texting, laptop use, etc.);
- Completion of assignments on time;
- Critical Thinking.

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

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

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

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

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Required Texts:

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

Evaluation Methods:

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

Grade Scale:

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

Topical/Unit Outline:

Class Period	Topic Outline
1	<p>Introduction to course</p> <ul style="list-style-type: none"> • Syllabus review • Rationale for larger scale interventions • Planning change at macro levels • Effective task groups
2	<p>Purpose & history of social work practice with organizations and communities</p> <ul style="list-style-type: none"> • Historical sketch of macro practice in professional social work

	<ul style="list-style-type: none"> • Social work roles in organizational & community change • Macro practice roles for clinical practitioners
3	<p>Relationship of individuals to organizations & communities</p> <ul style="list-style-type: none"> • Developing cultural humility in macro contexts • Concepts of growth and human development • Impact of social relationships and structures on individuals • Impact of difference, discrimination, privilege, and oppression <p><i>Integrated learning project 1 due</i></p>
4	<p>Understanding communities, part I</p> <ul style="list-style-type: none"> • Community as context for practice and target of change • Definitions & structures of communities • Theoretical approaches to community
5	<p>Understanding communities, part II</p> <ul style="list-style-type: none"> • Theoretical approaches to community • Nature of problems in communities • Applying community theories to practice
6	<p>Understanding organizations, part I</p> <ul style="list-style-type: none"> • Organizations as context for practice and target of change • Definitions & structures of organizations • Theoretical approaches to organizations <p><i>Integrated learning project 2 due</i></p>
7	<p>Understanding organizations, part II</p> <ul style="list-style-type: none"> • Theoretical approaches to organizations • Nature of problems in organization • Applying organizational theories to practice
8	<p>Engaging organizations and communities</p> <ul style="list-style-type: none"> • Role of target population in defining problems • Engaging from within and outside • Culturally informed engagement
9	<p>Engaging organizations & communities</p> <ul style="list-style-type: none"> • Relationship-building • Applying interpersonal skills in macro contexts <p><i>Integrated learning project 3 due</i></p>
10	<p>Engaging organizations & communities</p> <ul style="list-style-type: none"> • Relationship-building • Applying interpersonal skills in macro contexts
11	<p>Assessing organizations & communities</p> <ul style="list-style-type: none"> • Types of need • problem identification <p><i>Organizational assessment due</i></p>
12	<p>Assessing organizations & communities</p> <ul style="list-style-type: none"> • Assessment models, part i • Assessment instruments, part i
13	<p>Assessing organizations & communities</p>

	<ul style="list-style-type: none"> • Assessment models, part ii • Assessment instruments, part ii • Disseminating assessment findings
14	<p>Assessing organizations & communities</p> <ul style="list-style-type: none"> • Leadership assessment • Power & politics in communities • Capacity & feasibility for change <p><i>Integrated learning project 4 due</i></p>
15	<p><i>Needs assessment presentations due</i></p> <p><i>Needs assessment portfolios due</i></p>
16	<p><i>Needs assessment presentations due</i></p> <p>Course wrap-up & conclusion</p>

ASSIGNMENTS:

ASSIGNMENT I: Integrated Learning Projects

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

Option 1a: Community Meeting Observation & Reflection

Each student will visit a community meeting occurring in one of the communities around Charlotte and record observations. Communities can be geographic communities or communities of affiliation. The instructor will make a list of upcoming community meetings available for the students or students can identify a meeting they would like to attend. After observing the meeting, the student will complete a one-two page reflection on the nature of the meeting. Reflections should address the following:

- 1) What was the purpose of the meeting?
- 2) Who attended the meeting (citizens, politicians, media, etc.)? How did they participate in the meeting? How were attendees encouraged or discouraged from participating?
- 3) How would you characterize the tenor of the meeting?
- 4) What issues were raised and were these issues addressed?
- 5) How would you suggest a social worker enter this community in order to facilitate change?

Option 1b: Organization Meeting Observation & Reflection

Each student will record observations of a meeting at/through her/his field agency. After observing the meeting, the student will complete a one-two page reflection on the nature of the meeting. Reflections should address the following:

- 1) Who was the leader(s) of this meeting and what was her facilitation style?
- 2) What was the demeanor of meeting participants? What did they do during the meeting? How did they respond to the meeting leader(s)?
- 3) What worked well about the meeting? Why?
- 4) What didn't work well about the meeting? Why?

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

Project 2 - Windshield Survey and Reflection

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

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

Project 3: Organizational Culture Observation & Reflection

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

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

Project 4 – Client Flow Chart

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

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

ASSIGNMENT 2: Organizational Assessment

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

ASSIGNMENT 3: Community Needs Assessment Executive Summary

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

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

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

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

1. Summary statement of the problem facing the target group.
2. Brief description of needs assessment methodology.
3. Describe the demographic composition and geographic distribution of the target group.
4. Describe the geographic distribution of the target group.
5. Describe target population's strengths.
6. Describe the problem and specific needs facing the target group as discovered in assessment.
7. Discuss differing perspectives of the problem, including the target population's perspectives of the problem.
8. Discuss barriers to problem resolution and barriers that limit inclusion of target population.
9. Prioritize up to five needs to address in the community and provide a brief rationale for each.
10. Identify and describe agencies, community or advocacy groups working to address the problem in the Greater Charlotte area.

ASSIGNMENT 4: Community Needs Assessment Presentation

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

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

The presentation should address the following:

1. Summary statement of the problem facing the target group.
2. Describe the target group, including their strengths.
3. Describe the problem and needs of the target group.
4. Provide a rationale for addressing the problem facing the group.
5. Describe your methodology - how/where your group found information to address the above items.

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

CODE OF STUDENT RESPONSIBILITY:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address: <http://legal.uncc.edu/policies/up-406>

ACADEMIC INTEGRITY:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>. *Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.*

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

SPECIAL NEEDS:

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

DIVERSITY STATEMENT:

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

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

RELIGIOUS ACCOMMODATION:

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

DEPARTMENT POLICIES:

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

Optional Bibliography/Reading List:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.
- Hardcastle, D. A., & Powers, P. R. (2004). *Community practice: Theories and skills for social workers* (2nd ed.). Oxford: Oxford University Press.
- O'Connor, M. K., & Netting, F. E. (2009). *Organization practice: A guide to understanding human service organizations* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

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

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

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

Faculty Information: **TBD**

CATALOG DESCRIPTION - This course builds advanced practice skills in the design, development, implementation, and evaluation of interventions at the community and organizational levels. It also builds skills in leadership and ethical decision-making. It emphasizes the use of critical thinking and self-awareness concerning leadership and ethical challenges in community and organizational contexts. **Pre-requisites:** SOWK 6121, 6131, 6141, 6151, 6212, 6222, 6232, 6242, 6441, 6442, 7103, 7123, 7443 **Co-requisites:** SOWK 7444, 7651

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

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

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Understand the local and global contexts that produce and perpetuate mechanisms of oppression and discrimination (2.1.5)
6. Advocate for human rights and social and economic justice on multiple levels of practice (2.1.5)
7. Engage in culturally sensitive practices that advance social and economic justice (2.1.5)
8. Evaluate the strength and source of the evidence and employ the most valid, reliable, or authentic findings to inform practice (2.1.6)
9. Utilize culturally competent frameworks to guide the processes of assessment, intervention, and evaluation (2.1.7)
10. Apply critical analysis to understanding the person in context of an ever-changing social environment (2.1.7)
11. Advocate for culturally sensitive policies that enhance well-being and community strengths (2.1.8)
12. Use evidence-based practice in advocacy for policies that advance social and economic well-being (2.1.8)
13. Develop culturally responsive relationships with individuals, families, groups, organizations, and communities and attend to the interpersonal and social-contextual factors that strengthen and undermine those relationships (2.1.10a)
14. Demonstrate use of a theoretically informed knowledgebase that enables effective practice (2.1.10a)
15. Use multidimensional measures to assess outcomes on multiple-levels of practice (2.1.10b)
16. Assess readiness for change (2.1.10b)
17. Assess strengths and assets including adaptive strategies and responses (2.1.10b)
18. Use continuous assessment and feedback to select and, as appropriate, modify intervention strategies (2.1.10b)
19. Use differential and/or multi-axial diagnostics in clinical practice with cultural competency (2.1.10b)
20. Demonstrate the use of appropriate techniques and models of change for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed (2.1.10c)
21. Collaborate with other professionals and relevant stakeholders to coordinate interventions and strategies (2.1.10c)
22. Demonstrate effective techniques and strategies to end or transition an intervention (2.1.10c)
23. Contribute to the social work profession through practice-based research (2.1.10d)
24. Utilize and disseminate practice and policy evaluation efforts (2.1.10d)

COURSE POLICIES:

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

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

PROFESSIONALISM – In preparation for professional social work practice, students will be expected to attend class and be prepared to participate in classroom discussion and exercises. Participation that exemplifies professionalism will include the following:

- Punctuality;
- Thoughtful preparation for each class period;
- Regular contributions to class discussion and exercises;
- Respect for diversity (see p. 5 of this document);
- Respect for others in open and private dialogue;
- Openness to learning from others;
- Not disturbing others (through cell phones, texting, laptop use, etc.);
- Completion of assignments on time;
- Critical Thinking.

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Evaluation Methods:

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

Grade Scale:

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

Topic/Unit Outline:

Class period	Topic outline
1	Introduction to course <ul style="list-style-type: none"> • Syllabus review • Planning change at macro levels

	<ul style="list-style-type: none"> • Effective task groups reprise
2	<p>Community interventions</p> <ul style="list-style-type: none"> • Community practice models • Target population roles in practice models • Politics & power in practice models • Role of evaluation in practice models
3	<p>Community interventions</p> <ul style="list-style-type: none"> • Comparative strengths & challenges of community practice models • Community practice skills
4	<p>Organizational development & interventions</p> <ul style="list-style-type: none"> • Organizational development & development models • Target population roles in development models • Politics & power in development models • Role of evaluation in development models
5	<p>Organizational development & interventions</p> <ul style="list-style-type: none"> • Comparative strengths & challenges of organizational practice models • Organizational practice skills <p><i>Intervention development project 1 due</i></p>
6	<p>Program planning</p> <ul style="list-style-type: none"> • Prescriptive planning models • Emergent planning models • Comparative strengths & challenges of program planning models
7	<p>Effectiveness-based planning and design for programs, organizations, & communities, part I</p> <ul style="list-style-type: none"> • Articulating a theory of change • Selecting an intervention strategy • Setting goals and objectives <p><i>Intervention development project 2 due</i></p>
8	<p>Effectiveness-based planning and design for programs, organizations, & communities, part II</p> <ul style="list-style-type: none"> • Intervention design
9	<p>Budget & resource planning</p> <ul style="list-style-type: none"> • Line-item budgeting • Functional budgeting • Program budgeting • Program feasibility & resource identification <p><i>Intervention development project 3 due</i></p>
10	<p>Budget & resource planning</p> <ul style="list-style-type: none"> • Program feasibility & resource identification • Sustainability planning <p><i>Intervention development project 4 due</i></p>
11	<p>Intervention monitoring & evaluation</p> <ul style="list-style-type: none"> • Management information systems • Formative & process evaluations

	<ul style="list-style-type: none"> • Summative evaluations • Impact assessments • Cost/benefit analyses • Audiences for monitoring & evaluation reports
12	<i>Intervention proposals due</i>
13	leadership for organizational & community change <ul style="list-style-type: none"> • Leadership styles in organizational & community practice • Role of self-awareness in organizational & community practice • Leadership skills in multicultural organizations & communities
14	<i>Proposal presentations due</i>
15	<i>Proposal presentations due</i>
16	Course wrap-up & conclusion <i>Leadership self-assessment due</i>

ASSIGNMENTS:

ASSIGNMENT I: Intervention Development Projects

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

Project 1 - Intervention Hypothesis

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

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

Project 2: Intervention Logic Model

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

Project 3: Intervention Goals & Objectives

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

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

The assignment will be 1-2 pages long. A reference page should be added if standardized measurements are used. No literature or explanation is necessary for this assignment, but the goals and hypothesis should make sense as a whole when read with the problem statement, intervention hypothesis, and logic model.

Project 4: Budget

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

- 5) Line item budget with three columns for: 1) funding requested, 2) contributions from other sources, and 3) totals
- 6) Line item for indirect costs allowable by targeted funding source in final budgetary total
- 7) Budget justification (list item by item and briefly explain the rationale for expenditures)

ASSIGNMENT 2: Intervention Proposal

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

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

- 6) Intervention Hypothesis, Goals, Objectives & Activities (1-3 pages single-spaced in outline format)
 - Intervention Hypothesis
 - Complete outcome and process objectives placed with appropriate goal
 - Activities (with responsible party and timeline) under appropriate process objectives
 - Append logic model
- 7) Program Design & Structure (2-3 double-spaced pages)
 - Description of design and structure
 - Convincing argument as to why your design/structure is creative and relevant
 - Flow chart of the program (can be appended)
 - Necessary staffing (append job descriptions for paid staff and volunteers)
 - Strategies to remove barriers that limit inclusion of populations at-risk in program implementation and evaluation
- 8) Monitoring, Evaluation & MIS (2-3 double-spaced pages)
 - Description and justification of monitoring & evaluation plan
 - List of data elements to be collected in MIS (list can be single-spaced and in columns)
 - Fit of MIS to objectives
- 9) Budget (2-3 pages)
 - Line item budget with three columns for: 1) funding requested, 2) contributions from other sources, and 3) totals
 - Line item for indirect costs allowable by targeted funding source in final budgetary total
 - Budget justification (list item by item and succinctly explain the basis for the figures in the budget)
- 10) Future funding/self sufficiency plan (1 page)
 - Feasible plan for what you will do to become self sufficient
- 11) References
- 12) Appendices

ASSIGNMENT 3: Proposal Defense Presentation

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

- 1) Statement of problem and need
- 2) Description of proposed intervention
- 3) Expected outcomes and impact
- 4) Budget description

- 5) Handout that summarizes proposal

ASSIGNMENT 4: Leadership Self-Assessment

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

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

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

CODE OF STUDENT RESPONSIBILITY:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code”

(Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:

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

ACADEMIC INTEGRITY:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>. *Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.*

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

SPECIAL NEEDS:

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

DIVERSITY STATEMENT:

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

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

RELIGIOUS ACCOMMODATION:

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

DEPARTMENT POLICIES:

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

Optional Bibliography/Reading List:

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

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

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

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

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

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

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

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

Faculty Information: TBD

Catalog Description: Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. **Prerequisite:** SOWK 6121, 6131, 6141, 6151, 6212, 6232, 6242, 6252, 6441, 6442, 7125. **Co requisite:** SOWK 7222.

Course Rational: As CSWE's "signature pedagogy," social work practicum III and IV are crucial for developing knowledge/competency at the concentration level of the MSW program. Students are exposed to advanced learning opportunities in their area of focus which transform conceptual academic knowledge and demonstrate the skills, knowledge and values of advanced practice behaviors within field practicum agency. Social work practices are refined and strengthened under the supervision of their field instructor and the student has the opportunity to critically reflect on their experiences and practice through seminar discussions monthly and written assignments.

Course Objectives:

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Advance human rights and social and economic justice (2.1.5)
6. Engage in research-informed practice and practice-informed research (2.1.6)
7. Apply knowledge of human behavior and the social environment (2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8)
9. Respond to contexts that shape practice (2.1.9)

10. Engagement with individuals, families, groups, organizations, and communities (2.1.10a)
11. Assessment with individuals, families, groups, organizations, and communities (2.1.10b)
12. Intervention with individuals, families, groups, organizations, and communities (2.1.10c)
13. Evaluation with individuals, families, groups, organizations, and communities (2.1.10d)

Course Policies:

1. Participate in field placement a minimum of 24 hours per week each semester.
2. Notify the field instructor and field liaison prior to the start of work on any day that the student is unable to attend field work duties.
3. Develop a learning contract acceptable to the student, field instructor, and faculty liaison.
4. Work with a sufficient number of clients so that the competencies in the course objectives can be met.
5. Work with a variety of clients and problem situations.
6. Participate in a minimum of one one-hour-long supervisory conference each week.
7. Integrate classroom learning with the field experience.

Attendance Policy:

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

Email Accounts

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

Course Organization & Participation

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

Positive seminar participation and professionalism includes:

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

Syllabus Subject to Change:

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

Teaching Strategies:

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

Required Texts: Required Text & Readings:

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

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

Evaluation Methods:

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

Fall Semester Attendance & Participation	(25 points)
Fall Semester Learning Agreement	(25 points)
Fall Semester Written Assignment	(25 points)
Fall Semester Written Assignment	(25 points)
Total Points	100 Points

Written Learning Agreement –Each student will complete a learning agreement, which should be viewed as your personal syllabus of what you will accomplish in the placement. The learning

agreement needs to be updated each semester to reflect the core competencies and learning objectives. Please refer to the Field Manual and handout forms supplied by your field liaison to complete the learning agreement.

Grade Scale:

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

Topical/Unit Outline:

Fall 20XX Semester Schedule:

August XX	First Day of Field Internship
August XX	Seminar Class Review of Learning Agreement, Syllabus, Internship Expectations
Sept. XX	Labor Day Holiday – no classes or field internship
Sept. XX	Seminar Class Discussion of ethical dilemmas in internships (2.1.2) Discussion of issues regarding accurate and timely documentation with assessments, intervention plans and outcome measures.(2.1.1 & 2.1.10) <u>Written Assignment on Ethical Issues Due (2.1.2 & 2.1.3)</u> Learning Agreement Due
Oct. XX	Fall Break – no classes or field internship
Oct. XX	Seminar Class Guest Speakers – Panel of MSW Alumni Panel will lead discussion of professionalism; ethical dilemmas, practice intervention perspectives, and opportunities for advocacy and cultural diversity in their agencies/organizations (2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.1.10) CHHS Room
Nov. XX	Thanksgiving Holidays
Nov. XX	Seminar Class Deafness and Hearing Loss: Mental Health Issues (2.1.4, 2.1.5, 2.1.6, 2.1.7) Guest Speaker = Julianne Gold Brunson, Ph.D.

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

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

Dec. XX Final Exam Seminar Class

Assignments:

Class Participation

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

Criteria for grading papers

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

Written assignments must be typed, double spaced, stapled, and have a cover page with your name, course number, and date. Any references should be cited in APA style.

Students have access to the Writing Lab on campus and spelling and grammar checks on computers. Papers with spelling, word choice, and grammatical errors do not look professional; therefore, excellence in both content and writing mechanics is expected for written assignments. Points will be reduced on written assignments for errors. Students should notify the instructor if they are concerned about their writing skills prior to turning in assignments.

For assistance with writing skills, you may contact the University Writing Center at 214 Fretwell, 704-687-4357 or at www.uncc.edu/writing.

Ethical Issue Assignment – Due September XX, 20XX

Describe an ethical issue that has come up at your agency – perhaps one that you have found to be ethically challenging. You can also use the Social Workers' Ethical Responsibilities Handout as a reference for examples. Refer to the National Association of Social Workers (1996) *Code of Ethics*, Washington, D.C. NASW website: <http://www.socialworkers.org>. Your essay must be typed and double spaced, including a cover page. Remember to cite your interview as a personal communication using APA standards.

Interview someone at your agency about this issue. (This can be your supervisor or another colleague.) Write a 2-3 page paper that answers the following questions:

What is the basis of the ethical situation? (Example: Confidentiality; Boundary Issues; Lack of Cultural Competency; Disregard for Policies; Inappropriate Behavior by Colleagues, etc.)

What section of the NASW Code is applicable to this situation?

How did the interviewee understand the issue in relation to the NASW Code?

How were other agency professionals consulted about the issue?

Would you have handled the issue the same way the agency did? If not, then what would you have done?

What issue(s) did this dilemma bring up regarding any personal values for you? Were your personal values in agreement or in conflict with the agency's handling of the ethical issue?

Applying Research/Literature to Social Work Practicum – Due November XX,20XX

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

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

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

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

Academic Integrity:

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

Academic integrity refers to cheating and plagiarism.

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, and phone: 687 4355 voice/TDD) the first week of the semester.

Information about available services may be found at <http://legal.uncc.edu/policies/ps-51.html>. Accommodations for learning will be arranged by that office and communicated to the Instructor. If you speak English as a second language, please inform the instructor.

Diversity Statement:

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

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

Religious Accommodation:

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

Department Policies:

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

Optional Bibliography/Reading List: TBD

This is a course which has a clinical field component. The student is responsible for complying with requirements in affiliation agreements affecting students in clinical settings.

If there is a disaster (for example, a fire or bomb threat), or any event at an agency that results in a student being unable to engage in the clinical educational responsibilities, please report the disaster or event to Sue Marchetti, Coordinator of Field Education, Department of Social Work, either at 704-687-7932 or at smarche3@uncc.edu.

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

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

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

Faculty Information: TBD

Catalog Description: Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. **Prerequisite:** SOWK 6121, 6131, 6141, 6151, 6212, 6222, 6232, 6242, 6252, 6441, 6442, 7125, 7443 **Co requisite:** SOWK 7222, 7651

Course Rational: As CSWE's "signature pedagogy," social work practicum III and IV are crucial for developing knowledge/competency at the concentration level of the MSW program. Students are exposed to advanced learning opportunities in their area of focus which transform conceptual academic knowledge and demonstrate the skills, knowledge and values of advanced practice behaviors within field practicum agency. Social work practices are refined and strengthened under the supervision of their field instructor and the student has the opportunity to critically reflect on their experiences and practice through seminar discussions monthly and written assignments.

Course Objectives:

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

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

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

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

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

Course Policies:

1. Participate in field placement a minimum of 24 hours per week each semester.
2. Notify the field instructor and field liaison prior to the start of work on any day that the student is unable to attend field work duties.
3. Develop a learning contract acceptable to the student, field instructor, and faculty liaison.
4. Work with a sufficient number of clients so that the competencies in the course objectives can be met.
5. Work with a variety of clients and problem situations.
6. Participate in a minimum of one one-hour-long supervisory conference each week.
7. Integrate classroom learning with the field experience.

Attendance Policy:

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

Email Accounts

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

Course Organization & Participation

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

Positive seminar participation and professionalism includes:

- 10 Enthusiastic participation in discussion and exercises.
- 11 Responsible and accountable behavior that respects others, respects deadlines, completes assignments on time, and accepts feedback in a positive manner.

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

Syllabus Subject to Change:

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

Teaching Strategies:

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

Required Texts:

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

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

Evaluation Methods:

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

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

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

Grade Scale:

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

Topical/Unit Outline:

Spring 2013 Semester Schedule:

January XX	First Day of Field Internship
January XX	MLK Holiday
January XX	Seminar Class <u>Review Updated Learning Agreement</u> with emphasis on goals for the final semester Discussion about barriers to services in your agency/organization/ community that adversely impact services, hinder economic and social justice, and/or create a climate not conducive to cultural acceptance. (2.1.3, 2.1.4, 2.1.5, & 2.1.8)
February XX	Seminar Class All sections meet to hear guest speaker on N.C. Licensure Process (2.1.1) CHHS Room
March XX	Spring Break
March XX	Seminar Class Discussion of evidenced based practice models and interventions <u>Written Assignment Due: Case Presentations</u> (2.1.3, 2.1.6, 2.1.7, 2.1.9 & 2.1.10)
April XX	Field Awards & Celebration Event
April XX	Seminar Class Discussion: termination and referral at your internship (2.1.3 & 2.1.10) Reading: Walsh, J. Termination and your field placement. <i>The New Social Worker</i> . 2002. 9(2): pages 14-17. Discussion & review of resumes and cover letters (2.1.1) Last Day of Field internship <u>Written Assignment Due: Value Added Essay</u> (2.1.1, 2.1.3, 2.1.4 & 2.1.5) <u>Final Evaluations Due</u>

May XX	Final Exam Seminar Class
May XX	CHHS Awards & Hooding Ceremony
May XX	Graduation

Assignments:

Class Participation

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

Criteria for grading papers

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

Written assignments must be typed, double spaced, stapled, and have a cover page with your name, course number, and date. Any references should be cited in APA style.

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

Due March 20XX

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

Provide the instructor and your classmates with a one page outline of your presentation.

Your outline should focus on identifying the following information:

Name and mission of your agency

Types of theoretical models and intervention strategies widely used at your agency (CBT, Solution Focused, Strengths Perspective, Family Systems, Crisis Intervention, etc.)

Client's presenting problem

Identified goals to help problem solve client's issues.

Intervention strategy/strategies you used with your client to meet contracted goals

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

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

Due April XX, 20XX

As you have completed another step in the journey to becoming a master's level professional social worker, hopefully a sense of pride and competence is emerging for you. Each student is to write a 3-4 page paper that describes the meaning of your practicum experiences, your graduate coursework, peer relationships, and faculty advising for your personal and professional life. Include in your paper how you feel you have achieved a sense of accomplishment by describing the social work knowledge you have increased, the social work practice skills you have begun to master, any theoretical frameworks you have applied, and by clarifying the personal and professional values you have identified. Pay special attention to the level of cultural competence you think you have gained. For example, what self awareness have you gained about your own culture and the culture/diversity of others with whom you may work.

You may choose to focus on how your perception of social work has changed since the beginning of your graduate experiences and what factors contributed to this change (field internship, course work, relationships, etc.). Or, you may focus on what your strengths and areas for growth are after completing this graduate experience and/or what value has been added to your personal and professional life since you began your graduate career.

In addition please note three to five actions that are reasonable and feasible for you to do as you continue on in your in your professional career that will increase your knowledge and skills and your cultural competence, your professional growth, and your advocacy efforts on behalf of clients, especially those who are marginalized and oppressed.

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

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(Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:

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

Academic Integrity:

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrications, or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials,

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

Academic integrity refers to cheating and plagiarism.

Special Needs:

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

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Optional Bibliography/Reading List: TBD

This is a course which has a clinical field component. The student is responsible for complying with requirements in affiliation agreements affecting students in clinical settings.

If there is a disaster (for example, a fire or bomb threat), or any event at an agency that results in a student being unable to engage in the clinical educational responsibilities, please report the disaster or event to Sue Marchetti, Coordinator of Field Education, Department of Social Work, either at 704-687-7932 or at smarche3@uncc.edu.

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

Course Number and Title: SOWK 7651: Reflection and Synthesis

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

Faculty Information: TBD

Catalog Description - SOWK 7651 is designed to provide MSW students with an opportunity to practice personal reflection, synthesize their learning from the MSW program, and demonstrate competency. **Prerequisites:** SOWK 6121, 6131, 6141, 6151, 6212, 6222, 6232, 6242, 6252, 6441, 6442, 7125, 7222, 7443 **Co-requisites:** SOWK 7223, 7444

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

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

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

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

7. Continuously discover and appraise changing societal contexts and analyze the links between evidence-based practices and trends for agencies and communities (2.1.9)

Course Policies:

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

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

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

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

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

Some websites which are NOT to be used:

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

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

Teaching Strategies: The professor will employ a combination of lectures, discussion, and hands-on exercises to highlight the major concepts covered in this course and to enhance learning.

Required Texts:

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. [ISBN - 13: 978-1-4338-0561-5]

Evaluation Methods:

Presentation Outline	20%
Peer Evaluation of Presentation Outline Peer Reviews	5%
Professional Presentation (covering 5 domains)	35%
Application Essay Reflection	10%
Overall Electronic Portfolio	30%
TOTAL	100%

Grade Scale:

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

Topical/Unit Outline:

Module 1 – Professional Social Work

- Review NASW Code of Ethics
- Identifying as a Professional Social Worker
- Professional Development
- Overview of the Five Domains: Area of Interest, Theory, Practice, Policy, Research
- Video Clips regarding the Domains by MSW Faculty Members (on Moodle)
- Elements of the Electronic Portfolio

Module 2 – Identifying your Area of Interest

- Your Area of Interest
- Defining and Operationalizing Terms
- Prevalence Rates
- Demographics of Population
- Working with Diverse Groups

Module 3 – Analyze and Synthesize Theories

- Identify and Analyze the most Prevalent Theories, Frameworks, and Perspectives for Understanding your Area of Interest
- Including Practice with Individuals, Families, Groups, and Communities

Module 4 – Select and Evaluate Practice Methods

- Identify and Describe the most Common Problems Clients Experience in your Area of Interest

- Including Individuals, Families, Groups, and Communities
- Engaging those with whom you Work as Informants
- Identify the most Prevalent Practice Interventions Employed in your Area of Interest
- Keeping your Services Relevant

Module 5 – Analyze and Reference Social Policies

- Review the Policies which most Explicitly Facilitate and Guide Social Workers and Allied Professionals Working in your Area of Interest
 - Public policies: Federal, state, and local
 - Policies of non-profits/for profits
- Contemporary Public Policy Issues
- Social Values Related to the Policies
- Stakeholders/Opponents of the Policies
- Identify any Policy Reform

Module 6 – Summarize and Critique Classic and Current Research

- Review the Empirical, Scholarly Literature for Classic Studies which have Set, Challenged, or Changed Paradigms within your Area of Interest
- Review the empirical for current studies which are considered cutting edge of knowledge development within your area of focus
- Discuss methodological issues/limitations of both classic and current studies
- What role does social work play in producing quality research related to your area of interest
- Summarize the current state of knowledge for your area

Module 7 – Personal Reflection and Self-Correction

- Personal Reflection and Self-Correction: Reviewing your Application Essay
- Crafting your Application Essay Response
- Eliminating the Influence of Personal Biases and Values
- Responding to Contexts that Shape Practice
- Discover, Appraise, and Attend to Changing:
 - Locales and populations
 - Scientific and technological developments
 - Emerging societal trends

Module 8 - Providing Leadership in Service Delivery and Practice

- Improving the Quality of Social Services
- Promoting Sustainable Changes
- How to Engage in Career-Long Learning

Assignments:

Presentation Outline: Students will develop a comprehensive outline for their presentations. Each of the domain sections represented in the presentations will be sent to the students' peer-review groups. Once all five sections have been critiqued and revised in the peer-review process, students will turn in their outlines to the instructor.

Professional Presentation: Students will demonstrate effective oral and communication in working with individuals, families, groups, organizations, communities, and/or colleagues by delivering their presentations during the final weeks of the semester. Presentations should be no longer than 25 minutes and should contain no more than 25 slides.

Application Essay Reflection: In their application essay for admission to the MSW program, students are asked to address what personal characteristics, unique skills, or life experiences they will bring to the program; which groups may challenge them and how they will handle this; how they react to critical feedback; what they identify as their areas of strengths and skills and areas for potential growth; and finally, how they have offered help to someone other than a family member and what they learned from that experience. These essays will be presented back to the students and they will be asked to reflect on their responses and values and then to describe any growth over the course of the program. They will also need to explain how they will incorporate self-correction in their work to assure continual professional development.

Electronic Portfolio: Ten courses in the program have identified assignments which are to be revised or edited and included in the students' electronic portfolios. In addition to these assignments, students will be responsible for including a copy of their updated resume, their field learning agreements, their first and second year student evaluations from field, any CEUs or certificates earned, and their capstone presentations.

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

Course Credit Workload.

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

Special Needs:

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

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Optional Bibliography/Reading List: TBD

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

Course Number and Title: SOWK 7010: School Social Work

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

Faculty Information: TBD

Catalog Description: Students will explore school social work practices from a theoretical as well as practical point of view. The course also focuses on the roles of school social workers and the type of issues they confront. **Pre-requisites:** SOWK 6131, 6141, 6232, 6242. **Co-requisites:** NA

Course Rationale: The course assumes that you have an interest academically and professionally in social work. Social work skills will be utilized in the classroom through discussion, classroom participation and presentations. Through readings, discussions, guest speakers, journal assignment, short paper and group presentation, you will examine school social work practices from a theoretical as well as realistic point. Completion of the course should provide you with a more realistic understanding of practices, policies and the role of the school social worker.

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Appreciate theoretical and applied school social work practices with vulnerable populations.
6. Understand the impact of multi-level psychosocial influences on school-based outcomes
7. Ability to critically analyze the relationships among ethics, communities, school systems, schools, classrooms, families, and students

Course Policies:

Attendance Policy

Class attendance is crucial. You are expected to arrive on time and remain for the entirety of each class. You will be allowed up to two absences without penalty. Should you exceed two absences, your overall grade point total will then be reduced by three points for each subsequent absence.

Students who are tardy for class will be considered absent for roll-keeping purposes. If you arrive late and would like your absence changed to a tardy, you must see the professor at the end of that day's class to make the correction; otherwise, the recording of an absence will remain permanent. Each tardy will result in a 1 point (per tardy) reduction in your overall grade point total.

Those who have no absences or tardiness for the semester will receive a bonus of 3 points added to their overall points total.

Cell Phones, Beepers, Etc.

Please turn off cell phones and beepers before entering class.

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

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

Required Texts: NA

Evaluation Methods:

Exam #1	15 pts.
Graduate Research Project	25 pts.
Exam #2	15 pts.
Journal Assignment	20 pts.
Group project	20 pts.
Class participation	5 pts.
Total	100 pts.

Grade Scale:

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

Topic/Unit Outline:

First Session:

Course introduction
Review of assignments, syllabus and course requirements
Journal entry 1 – Complete in class.
What does a school social worker do?

Session Two:

Issues in American Schools

Paper Topic Due

Journal entry 2 – Describe your favorite and least favorite teacher from your past educational experiences.

Session Three:

Historical development, influence and practices.
Journal entry 3 – Based on your own experience, did a social worker, teacher, guidance counselor, custodian play a part in your education? If not, could they have?

Group Topic Due

Session Four:

Social Organization of Schools
Ecological Perspective of Social Services in Schools
Journal entry 4 – What problems face today's school social workers? How may these problems differ from the past?

Session Five:

Journal entry 5 – What type of student were you in school? What are your own expectations of students today?

Session Six:

Journal entry 6 – How has poverty, violence, television influenced schools today? Did you experience any exposure to violence as a student? How did it affect you? Did you experience poverty as a student?

Session Seven:

Children With Disabilities
Journal entry 7 – Describe your supportive framework as a student? What was your peer group like? Did you have family support? Community support? How were you viewed within your peer group? Outside of your peer group?

Present Group projects

Session Eight:

Exam

Session Nine:

Children with Disabilities
Some Target Groups of Children

Journal entry 8 – Describe a child from your past experiences that may have experienced ridicule due to racism, gender, poverty, physical attributes, low or high intellectual abilities. Your feelings at the time and how they differ today? Did you experience any ridicule or discrimination?

Session Ten:

Securing Equal Educational Opportunity: Language, Race and Sex
School Social Work Paper due.

Journal entry 9 – Describe your worst school experience.

Session Eleven:

The Design of School Social Work Services

Journal entry 10 – Describe race relations at your school as a student. Any visible signs of racism? Were you effected? How would you work with a racist student today?

Session Twelve:

Class presentations

Journal entry 13 – Ann is a 13 year old female. She lives with her mother and younger sister in a lower middle class neighborhood. She sees her father rarely; he does not provide child support. She spends a rare Saturday with her dad and helplessly watches as he sells drugs from his car. He tells her not to tell anyone. She tells you as the school social worker. What would you do? What ethical issues may arise?

Session Thirteen:

The Delivery of School Social Work Services

Journal entry 11 – Interview a school social worker. Do you like your job? What do you do? What do you dislike? Are you valued and supported?

Session Fourteen

Evaluation of Programs and Practices

Journal entry 12 - Kelly is a 12-year-old female struggling with her sexuality. She has confided in you that she may be gay. From everything she says, it may be true. What do you do? What ethical issues may arise? How would you respond?

Session Fifteen:

Exam

Journals due.

Journal entry 14 – What type of student would you enjoy working with and why? What type of student would you have the most difficulty working with and why?

Assignments:

Weekly Journal Assignment

A major role in becoming an effective school social worker is developing skills and abilities to make ethical social work decisions. This assignment will give you the opportunity to use your own skills and judgment in response to questions or case examples of school social work. Each

class you will be expected to have answered the question(s) on paper and share your views with the class individually or as a group. Your final journal will include 14 entries based on your personal knowledge, professional skills and ethical values and should reflect graduate level work. Questions listed on course outline. **Due last day of class.**

Graduate Research Project

Identify a current problem or issue in the educational system. Research the topic and present your paper to the class as well as a 12 – 14 page written paper. Your presentation should be informative and interesting.

Program Research Project

Identify and research a program/ organization that could benefit a student. Research and present the project to the class. Your grade will be based on your presentation.

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Course Credit Workload.

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

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

Department Policies:

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

Optional Bibliography/Reading List: NA

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

Course Number and Title: SOWK 7015 – Child Welfare

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

Faculty Information: TBD

COURSE DESCRIPTION - Students will examine the history, purpose, and goals of child welfare services in North Carolina and in the United States. Course information will be provided from the context of the child- and family-centered model that guides child welfare services.

Prerequisites: NA **Co-requisites:** NA

Course Rationale: Trends in child and family poverty, child maltreatment, cultural competency, family support, and family preservation services and other services for families and children will be reviewed. The policies associated with those services will also be examined. The concepts of permanency planning, safety, and family and child well-being will be presented. Students will also have the opportunity to explore special topics on child welfare (e.g. educational effects of homelessness, juvenile delinquency and child welfare, etc.).

Class and reading material will include training material developed for the State of NC Pre-service Child Welfare Training. Students who complete this class with a grade of “B” or better may apply as waiver students to the N.C. Child Welfare Collaborative, and will be approved to work at a Department of Social Services in the Family and Child Services Unit without repeating the pre-service training upon employment.

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Understand the purpose, mission, goals and outcomes of child welfare services in the United States and in the state of North Carolina
6. Acknowledge the history of United States child welfare services and policies, and the historical impact of those services and policies on the current child welfare system
7. Appreciate child-focused and family-centered practice conceptual frameworks that guide child welfare services

8. Have knowledge of current policies and procedures that govern the family services system
9. Respect the basic values of permanency, safety, and child well-being as frameworks for child welfare services
10. Understand the relationship between the juvenile court system and protective services and juvenile crime and delinquency.

Course Policies:

1. **Attendance:** Class attendance is crucial. Regular, class attendance and punctuality are necessary for your successful completion of this course. More importantly, they are evidence of *professionalism*. You are expected to arrive on time and remain for the entirety of each class. You are allowed one (1) absence without penalty. Should you exceed one absence, your overall point total will then be reduced by five (5) points for each additional absence.

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

2. **Reading Assignments and Class Participation:** Students are to come to each class prepared to actively participate in discussions about reading and previous lecture materials. Adequate preparation will involve keeping up with assigned reading and exercises. How much you learn from this course is up to you—you are responsible for your learning! Please feel free to schedule an appointment with me to discuss concerns, provide feedback, or get additional help with course assignments.
3. **Written Work:** Your written work is expected to meet basic standards of writing proficiency. This includes proofreading and spell-checking all work, and stapling papers. Other than worksheet assignments and in-class activities, written work is to be typed. Please staple your papers and please do not use plastic report covers on papers that you turn in for this course. All course papers must conform to standards in the Publication Manual of the American Psychological Association, Fifth Edition (APA Manual). Students are encouraged to use the University Writing Center to further develop their writing skills as needed.
4. **Policy Regarding Late Papers:** Papers are due **at the beginning of class** on the due date of the assignment. Papers not submitted at that time will automatically receive a 5% late penalty. Thereafter, the late penalty continues to accumulate at 5% per calendar day with 9:00 a.m. representing the cut-off time each day. Being absent on a due date will not preclude a penalty. Plan ahead!
5. **E-mail Policy Regarding Assignment Grades:** To protect and ensure confidentiality, I do not send any assignment grades to students via e-mail.

6. **Policy Regarding Make-Up Exams:** Test dates are identified in advance so that you may plan your schedule accordingly. In general, test dates will not be rescheduled, and make-up exams will not be given. Only in the event of verifiable exigent circumstances (e.g., serious illness or death of a family member) and upon student consultation with the professor prior to the scheduled date of the test will exceptions be considered.
7. **Maintaining an E-mail Account:** Students in this course are required to **maintain and check** their new 49er Express e-mail account (username@uncc.edu) on a regular basis to facilitate communication between the professor and students and to maximize student learning. Additional course materials will be distributed by e-mail to augment your class learning. **This address is now the students' OFFICIAL ADDRESS through which students will receive official University notifications, news and updates.**
8. **My Role and Teaching Philosophy:** My role as the instructor is to teach the course material and to guide you through your learning process. I also come to the classroom as a learner from your life and social work field experiences. I will come to class on time and prepared, including materials beyond the assigned readings. I will hold regular office hours and be available to you by appointment outside regular office hours. You can expect me to return your assignments in a timely manner. I generally answer e-mail messages and phone calls within a day of receiving them.

Please do not hesitate to contact me or schedule an appointment if you have any questions about this course or assignments. I am available by appointment outside of regular office hours. I will respond to student individual learning needs whenever possible.

9. **Academic Integrity/Student Conduct:** Students must meet UNC Charlotte academic regulations and degree requirements. For detailed information on these regulations and degree requirements, see the current UNC Charlotte Undergraduate Catalog: http://www.uncc.edu/catalog/cata_choice.htm Undergraduate catalogs may be purchased at the campus bookstore as well.

Readings will be assigned from the main text and preservice training materials each week and augmented with readings on current child welfare practices, policies and research from the research literature (via peer-reviewed journal articles) and class handouts. Additional readings may be assigned that are relevant to course material and will enhance student learning on child welfare issues. A combination of lecture, discussion and in-class and out-of-class exercises (individual and small group) will highlight the major concepts covered in the course.

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

Teaching Strategies: Example: Teaching methods may include a combination of lectures and audiovisual presentations by faculty. Student participation in discussions, demonstration of

problem solving (e.g. using Excel, flow charts), critical thinking exercises, analysis of case studies, group /team collaboration, and peer-teaching or lab experiences. The teams will be formed at the beginning of the semester. All students are expected to contribute in a meaningful way to team efforts.

REQUIRED TEXT:

Popple, P.R. & Vecchiolla, F.J. (2007). *Child welfare social work: An introduction*. Boston, MA: Allyn & Bacon.

Evaluation Methods:

Class Participation/ Homework	5 points
Risk/Safety Assessment	10 points
Annotated Bibliography	25 points
Quizzes (4)	60 points
TOTAL	100 points

Grade Scale:

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

Topical/Unit Outline:

- Class 1**
 - ◆Course Expectations
 - ◆Child Welfare Topic – Annotated Bibliography Assignment
 - ◆Multiple Response System Presentation

- Class 2**
 - ◆ Purpose, mission, goals and outcomes of child welfare services in the United States and North Carolina: Philosophical underpinnings, Goals and key outcomes of safety, permanence, and child well-being, systems of care and family-centered models of practice
 - ◆ Organization of state and county governance of NC Child Welfare Services
 - ◆Participant and Trainer Pages – Day 1 & 2
 - Popple & Vecchiolla., Chapters 1 & 2

ANNOTATED BIBLIOGRAPHY TOPIC DUE

- Class 3**
 - ◆Participant and Trainer Pages – Day 3
 - ◆Multiple Response System Presentation
 - Popple & Vecchiolla, Chapter 2 & 3

ANNOTATED BIBLIOGRAPHY REFERENCE PAGE DUE

- Class 4** ♦ Participant and Trainer Pages – Day 4
• Popple & Vecchiolla., Chapter 4

QUIZ 1

- Class 5** ♦ Participant and Trainer Pages – Day 5
• Popple & Vecchiolla., Chapter 4

SUMMARY #1 DUE

- Class 6** ♦ Participant and Trainer Pages – Day 6 and 7
• Popple & Vecchiolla, Chapter 10

QUIZ 2

MIDTERM COURSE EVALUATION

- Class 7** ♦ Participant and Trainer Pages – Day 8
• Popple & Vecchiolla, Chapters 4, 5 & 6

- Class 8** ♦ Participant and Trainer Pages – Day 9
• Popple & Vecchiolla, Chapters 7 & 8

- Class 9** ♦ Participant and Trainer Pages – Day 10
• Popple & Vecchiolla , Chapters 9

QUIZ 3

- Class 10** ♦ Participant and Trainer Pages – Day 11 and 12
• Popple & Vecchiolla, Chapters 11 & 12
• Final Course Evaluation

ANNOTATED BIBLIOGRAPHY SUMMARIES DUE

- Class 11** • Out of class assignment and Take Home Final Quiz

- Class 12** **FINAL EXAM CLASS MEETING**

Assignments:

- a. Homework Assignments** – A variety of in- and out-of-class assignments drawing upon the North Carolina Child Welfare Training Manual, and the readings for that class session will be completed in this course. It is essential that you complete all

readings and activities prior to class to obtain the maximum benefit from these activities. Any assigned homework will be collected **randomly**.

- b. Risk Assessment, Safety Assessment:** We will complete a NC Family Risk Assessment of Abuse/Neglect and NC Safety Assessment based on a case scenario. Details TBA.
- c. Annotated Bibliography** – You will review peer-reviewed journal articles on a topic of your choice and write a summary for each article. The directions for this assignment can be found at the end of the syllabus.

An annotated bibliography is a collection of summaries of peer-reviewed articles from professional journals on a certain topic. An annotated bibliography generally serves two main purposes: it is a resource for social workers on a selected topic, such as child maltreatment, and it also provides summative information to the reader to help the reader decide whether they wish to read the entire article.

This learning activity is an opportunity for you to select and explore a topic that you want to learn more about related to child welfare (examples are below). This activity includes three components: 1) submission of a child welfare topic, 2) selection and submission of a list of **fifteen (15)** peer-reviewed journal citations, 3) submission of one summary for each article in hard copy format.

The steps for the annotated bibliography assignment are below:

Identify your topic of choice (e.g. child maltreatment and the effects of domestic violence on children, the effects of transracial adoption on children; child neglect and substance abuse of parents). This topic is due on **June 1, 2010**.

1. Review the following electronic databases to find relevant peer-reviewed articles on your topic:
 - a) Social Work Abstracts,
 - b) Social Service Abstracts
 - c) PsychInfo
2. Please select **fifteen (15) articles** that you would like to read and summarize for this activity from your literature searches. These databases can be reached through the UNC Charlotte library's homepage (<http://www.library.uncc.edu/>) or through our class webpage developed by Frada Mozenter (<http://library.uncc.edu/display/?dept=reference&format=open&page=2123>)
3. Please type the full APA citation for your articles in APA format
4. APA Citation Example:
Boyd, A. S., Rauktis, M. B., & Kurnot-Moore, J. (2004). Applied research in

therapeutic wilderness camp settings: The research, administrative and clinical perspectives. *The Journal of Therapeutic Wilderness Camping*, 4(1), 8-17.

5. I will review your list of articles and return them to you
 6. Please type your summaries using the electronic template (Microsoft Word) that will be sent to you via e-mail to ensure uniformity for this assignment.
 7. Please submit a hard copy of your revised summaries
- d. **Quizzes** –Quizzes covering pre-service and text content will be given 4 times throughout the semester

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:
<http://legal.uncc.edu/policies/up-406>

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/up-407>

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

Course Credit Workload:

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

Special Needs:

If you have a documented disability and require accommodation in this course, contact Disability Services, Fretwell 230, (phone: 687-4355 voice/TDD) the first week of the semester. Information about available services may be found at <http://legal.uncc.edu/policies/up-501>.

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

Diversity Statement:

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

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/up-307>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

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

Department Policies:

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

Optional Bibliography/Reading List: TBD

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

Course Number and Title: SOWK 7020 – Social Welfare and Philanthropy

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

Faculty Information: TBD

Course Description - This elective course introduces MSW and other graduate students to philanthropy and allows them, through a community-based project, to experience two predominant aspects of philanthropy – grant making and fundraising – with an emphasis on supporting the well-being of vulnerable populations. **Prerequisites:** N/A **Co-requisites:** N/A

Course Rationale: A significant portion of work in the social welfare arena involves the nonprofit sector, a sector dependent on philanthropy in order to function and survive. Philanthropy in the nonprofit sector relates to every dimension of social work practice. On a micro level, funding supports the direct services provided by social workers and other human service professionals. On a macro level, organizational administrators and community leaders collaborate with foundations and other philanthropic entities to support organizational, community, and societal change. In addition to the development of foundational knowledge and concrete skills, the course considers philanthropy as it relates to social justice and the NASW Code of Ethics.

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (2.1.3)
4. Engage diversity and difference in practice (2.1.4)
5. Capability to discriminate the unique implications of micro from macro-level social work practice on obtaining public-sector funding
6. Acquire insight into recognizing stakeholders’ roles when proposing and obtaining philanthropic funding.
7. Become aware of the role of philanthropic enterprises within field practicum settings.

Course Policies:

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

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

PROFESSIONALISM – In preparation for professional social work practice, students will be expected to attend class and be prepared to participate in classroom discussion and exercises. Participation that exemplifies professionalism will include the following:

- Punctuality;
- Thoughtful preparation for each class period;
- Regular contributions to class discussion and exercises;
- Adherence to diversity “ground rules” (see p. 3 of this document);
- Respect for others in open and private dialogue;
- Openness to learning from others;
- Not disturbing others (through cell phones, texting, laptop use, etc.);
- Completion of assignments on time;
- Critical Thinking.

ATTENDANCE & PARTICIPATION – Because of the importance of learning from each other, students are expected to attend all class sessions having read all required readings listed on the course outline for that session, so that they can participate effectively in classroom discussions and exercises. Effective classroom participation will reflect students' own professional experiences, assigned readings, and critical thinking.

Taking notes and outlining salient points are helpful study tools for enhancing your understanding and retention of the information from the readings and class lectures/discussions. Ask questions about material you did not understand and discuss material you found provocative. Examples of class participation include:

- Responding to questions posed in class;
- Asking thoughtful questions;

- Being a respectful listener;
- Appropriately presenting alternative views to those raised by readings, other students, or the instructor;
- Making comments that encourage others to speak;
- Offering comments that clarify or summarize ongoing class discussion; and
- Discussing connections you discover between materials in the course and life experiences.

Students are expected to notify the instructor if they will be absent due to extenuating and unforeseen circumstances. Students are allowed one absence without penalty, all subsequent absences that are not previously discussed with the instructor will result in a one point (1) deduction from the final grade. Episodes of tardiness that are not previously discussed with the professor will result in a half point (.5) deduction from the final grade.

ASSIGNMENT DUE DATES – Students are expected to turn in assignments on time unless the instructor is contacted in advance of the due date and an extension is agreed upon. Extensions and incompletes will be based on extenuating circumstances beyond the student's control. If a student does not contact the instructor or if there are no extenuating circumstances, one point (1) will be deducted for each day an assignment is late. Papers more than one week late will not be accepted, and the student will receive no points.

Assignments should be turned in electronically to the instructor's UNC Charlotte e-mail account by 5:30 PM on the day the papers are due. Papers turned in after 5:30 PM will lose one (1) point.

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

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

Required Text:

Klein, K. (2007). *Fundraising for Social Change*. Fifth Edition, Revised and Expanded. San Francisco, CA: Jossey-Bass/Chardon Press Series.

Salamon, L.M. (2003). *The Resilient Sector: The State of Nonprofit America*. Washington, DC: Brookings Institution Press.

Evaluation Methods:

The Role of Philanthropy in Field Agency (individual)
Fundraising Proposal Presentations (group)

25 points
25 points

Class Participation	50 points
TOTAL:	100 points

Grade Scale:

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

Topic/Unit Outline:

Session One:	Topic: Course Overview
Guest Speaker – Lauren McDonald	Discussion: <ul style="list-style-type: none"> • Introductions • Review of Syllabus • Review of Required Textbooks • Students4Giving Discussion
Unit A: The Role of Philanthropy in Social Work and Social Welfare	
Session Two:	Topic: The Role of Philanthropy in Social Work and Social Welfare
	Required Reading: <ul style="list-style-type: none"> • <i>Fundraising for Social Change</i>, Part One: Fundraising Framework • <i>The Resilient Sector</i>: Chapters One – Four
	Students4Giving: <ul style="list-style-type: none"> • Program Review • Choose Grant Focus • Identify Dissemination Targets • Collect Additional Local Information on Problems and Needs
Unit B: Grant Making	
Session Three:	Topic: Understanding Grants & Requests for Proposals
	Required Reading: <ul style="list-style-type: none"> • <i>The Resilient Sector</i>: Chapters Five – Six • CCANN/Students4Giving Materials • Sample RFPs
	Students4Giving: <ul style="list-style-type: none"> • Develop Request for Proposals (RFP)

<p>Session Four:</p> <p>Students4Giving – Prepare RFP for dissemination</p>	<p>Topic: Grantmaking Considerations (Capital, General Operating, and Restricted Grants)</p> <hr/> <p>Students4Giving:</p> <ul style="list-style-type: none"> • Review Final RFP • Develop Evaluation Matrix
<p>Unit C: Fundraising</p>	
<p>Session Five:</p>	<p>Topic: Developing Relationships- The Importance of Cultivation</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> • <i>Fundraising for Social Change</i>, Part Two: Acquiring and Keeping Donors <hr/> <p>Students4Giving:</p> <ul style="list-style-type: none"> • Develop Award Notice • Develop Notice to Other Applicants
<p>Session Six:</p> <p>DUE: Assignment 1 – The Role of Philanthropy in Field Agency</p> <p>Students4Giving – Application Deadline</p>	<p>Topic: Case Statements & Development Plans</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> • <i>Fundraising for Social Change</i>, Part Six – Seven: You, The Fundraiser & Budgeting and Planning <hr/> <p>Students4Giving:</p> <ul style="list-style-type: none"> • Develop Media Release and Identify Media Outlets
<p>Session Seven: Guest Speaker – Heather Shaughnessy</p>	<p>Topic: Special Events & Donor Recognition</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> • <i>Fundraising for Social Change</i>, Part Three: Strategies for Upgrading Donors • Grant Proposals <hr/> <p>Students4Giving:</p> <ul style="list-style-type: none"> • Rank and Discuss Proposals • Plan Media Event
<p>Unit D: Ethical Issues in Philanthropy</p>	
<p>Session Eight:</p> <p>Students4Giving – Notify Applicants</p>	<p>Topic: Appropriate use of Funds, Terms and Conditions, Tracking Expenditures, Reporting, Transparency, Program Changes</p> <hr/> <p>Required Reading:</p> <ul style="list-style-type: none"> • <i>Fundraising for Social Change</i>, Part Eight: Special Circumstances and Resources (A – D)

	<p>Students4Giving:</p> <ul style="list-style-type: none"> • Plan Media Event • Develop Proposals for Fundraising to Propose to GSWA
Unit E: Best and Promising Practices in Philanthropy	
Session Nine:	Topic: Fundraising Campaigns
DUE: Assignment 2 – Fundraising Proposal	Required Reading:
	<ul style="list-style-type: none"> • <i>Fundraising for Social Change</i>, Part Four: Fundraising Campaigns
	Students4Giving:
	<ul style="list-style-type: none"> • Finalize Media Event Plans • Present Fundraising Activity (to Propose to GSWA) in class
Session Ten	Topic: Fundraising Management
	Required Reading:
	<ul style="list-style-type: none"> • <i>Fundraising for Social Change</i>, Part Five: Fundraising Management
	Students4Giving:
	<ul style="list-style-type: none"> • Present Fundraising Proposal Presentation to Panel & GSWA Membership
Session Eleven	Final Exam Period (6:30 – 9:00 PM)
	Students4Giving:
	<ul style="list-style-type: none"> • Grant Award Event

Assignments:

ASSIGNMENT 1: The Role of Philanthropy in Field Agency

Individual Assignment – Students will discuss practical applications of philanthropy, using examples from first-year placements or other agency experiences. Students will discuss the role of philanthropy in supporting the business operations of the agency.

Content for Assignment 1:

1. Organization Information (2 pages)
 - a. Discuss the agency’s mission, goals, history, target population, and services
2. Funding Sources (1 page)
 - a. Discuss the agency’s current funding streams for the agency and any threats to funding

- b. Discuss the agency's capacity for grant making and fundraising (e.g., staff responsible)
3. Opportunities for grant making and Fundraising activities (4 pages)
 - a. Discuss any need/opportunities for supporting general operating costs
 - b. Discuss any need/opportunities for supporting capital needs (equipment, facility renovations, etc.)
 - c. Discuss any need/opportunities for supporting enhancements to individual programs or services
4. Recommendations (1 page)
 - a. Discuss recommendations for grant making and fundraising activities to address the above needs/opportunities
 - b. Include any recommendations for increasing agency capacity for grant making and fundraising (if appropriate)

Paper should be eight double-spaced pages, excluding reference pages (if applicable), and follow APA guidelines. The paper should have one-inch margins and 12-point font. One point (1) per page will be taken off the assignment grade for papers exceeding eight pages.

Grading criteria for Assignment 1:

1. Organization of Paper and Clarity of Writing Style (10 points): Ability to address the assignment in a clear and concise manner; correct grammar, spelling, sentence, and paragraph construction; and use of appropriate documentation and referencing
2. Quality of Paper (15 points): Ability to address the content above with respect to page limitations

IX. ASSIGNMENT 2: Fundraising Proposals and Presentations

Class/Group Assignment – The class will develop a fundraising proposal or proposals to replenish grant funds for use in the next academic year. The class may choose to develop one proposal or work in small groups to provide for more than one strategy. Proposals must be developed in alignment with university policies. Proposals will be presented in class on July 28, and then to Graduate Social Work Association (GSWA) membership and panel on August 4.

Content for Assignment 2:

1. Indicate the goal for fundraising in the next academic year
2. Outline the strategy or strategies for meeting the fundraising goal
3. Detail the resources needed to implement strategy(ies): up-front expenses, persons needed to implement, in-kind donations, time, space, advertising, etc.
4. Highlight any special considerations: university policies, audience, donor history, etc.

Grading criteria for Assignment 2:

1. Organization of Proposal and Clarity of Presentation Style (10 points): Ability to address the assignment in a clear and concise manner; correct grammar, spelling, sentence, and paragraph construction; use of appropriate documentation and

- referencing in PowerPoint presentation and/or handouts; and professionalism in presentation
2. Quality of Presentation (15 points): Ability to address the content above with respect to successful fundraising strategies discussed throughout the course, with respect to university policies

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

CODE OF STUDENT RESPONSIBILITY:

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

ACADEMIC INTEGRITY:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>. *Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.*

COURSE CREDIT WORKLOAD:

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

SPECIAL NEEDS:

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

DIVERSITY STATEMENT:

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

All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://legal.uncc.edu/policies/up-502>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://legal.uncc.edu/policies/up-307>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

RELIGIOUS ACCOMMODATION:

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

DEPARTMENT POLICIES:

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

Optional Bibliography/Reading List: TBD

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

Course Number and Title: SOWK 7025 – Social Development in Malawi

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

Faculty Information: TBD

COURSE DESCRIPTION - Students will actively participate in several pre-departure class lectures and work sessions. They will travel to Malawi for 11 days and engage in service-learning activities aligned with social development in rural Malawi. Experiential projects will be designed and implemented by students using funds they raise. Sustainability and anti-oppressive approaches to social development will be highlighted. **Prerequisites:** NA **Co-requisites:** NA

Course Rationale: This course is connected to participation in a study abroad opportunity to Malawi. Students, who are approved to participate, will obtain an experiential understanding of international social work practices in third world communities.

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

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

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)
2. Apply social work ethical principles to guide professional practice (2.1.2)
3. Apply professional social work values within the cultural context of Malawi
4. Apply critical thinking to inform and communicate professional judgments (2.1.3)
5. Engage diversity and difference in practice (2.1.4)
6. Recognize how diversity is understood in Malawi and how elements of diversity may contribute to oppression, marginalization, or enhance power and privilege
7. Engagement with individuals, families, groups, organizations, and communities (2.1.10a)
8. Explore and appraise the culture of Malawi, including changing locales, scientific and technological developments, and emerging societal trends
9. Use empathy and interpersonal skills to engage local indigenous people in Malawi

Course Policies:

Attendance: Students are required to participate in the activities involved on the study abroad trip. There are at least four pre-departure meetings scheduled. Students are expected to attend all of them. There is a post-trip meeting scheduled. Students are expected to attend.

Written Work: You have one written assignment. It is expected to meet basic standards of writing proficiency. This includes correct grammar and punctuation, proofreading, and spell-checking.

Students are encouraged to use the University Writing Center to further develop their writing skills as needed. Please contact the instructor if you are interested in a formal referral to The Writing Center, which will assign students to a regular, weekly tutor.

Policy Regarding Assignments: Assignments are due on the date listed on the calendar below. Late assignments are penalized 3 points per day.

My Role and Teaching Philosophy: My role as the instructor is to guide you along your learning process. You, however, ultimately determine the breadth and depth of your learning. I will hold regular office hours and will be available to you by appointment outside of regular office hours. Email is the best way to contact me. I will respond to student's individual learning needs whenever possible. Please do not hesitate to contact me at work or at home to schedule an in-person or phone appointment.

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

Teaching Strategies: Teaching methods may include a combination of experiential activities, including multiple service opportunities, reading, writing, and creation of a group video project.

REQUIRED TEXT: N/A

Evaluation Methods:

Journal	10 %
Course Participation	60%
Group Video Project	20%
Essay	10%
TOTAL	100%

Grade Scale:

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

TOPIC/UNIT OUTLINE:

Pre-departure: TBD

Office of Study Abroad
Orientation

Schedule meetings
Name special project options

Pre-departure: TBD

Syllabus and assignments
Photo release form
Powerpoint on Rowan's research at CUNIMA, with videos of Malawian social work students
Discuss two readings (below)
Form project groups
Plan for development of course facebook and twitter presence
Develop fundraising plan

Required readings:

- Rowan, D. & Kabwiri, D. B. (2009). Empowering HIV/AIDS orphans through teaching vocational trades: A SWOT analysis of a community-based orphan training program in Malawi. *Journal of Global Social Work Practice*, 2(1). Available at http://www.globalsocialwork.org/vol2no1_Rowan.html
- Rowan, D. (2009). Malawi and AIDS: Examining diversity and populations at risk. In Tice, C.J. & Long, D.D. (Eds.) *International social work: Case-based perspectives from practice and policy* (pp.185-207). Hoboken, NJ: John Wiley and Sons.
Available on reserve at library.

Pre-departure: TBD

Cultural sensitivity modules – Peace Corps “Culture Matters”
Living with Slim video (HIV/AIDS)
UN Millenium Development Goals (MDU) and Malawi
Packing and food checklist
Discussion of fundraising efforts
Identification of special resources needed to implement projects in Malawi
Personal packing and food checklist

Required readings:

- Malawi deaf study (Note: This is a 46 page thesis. Students should scan the article and look for information relevant to the visit we will make to **Maryview site**, near the Catholic University of Malawi.)

Post-departure: TBD (shortly before departure)

Organization of supplies, determining resources
Importance of planning for implementation of projects in region with limited resources
Analysis of strengths and deficits of fundraising efforts
Group processing of pre-departure concerns; sharing personal goals for growth in Malawi

Post Trip Presentation: TBD

Invite faculty, students, family and friends
Show video

Talk about what was learned, show artifacts

ASSIGNMENTS:

1. Journal (10%) – Students are required to keep a private daily journal while on the study abroad trip. Students are encouraged to make notes through the day, if possible, and to record any personal reflections elicited during the daily group debriefing. Students can begin to keep the journal before departure, to record expectations before the trip, and after the trip, to record learning awareness realized after returning home. The instructor will NOT read the journal, in order to allow students to be transparent (honest) in their personal thoughts. The student will show the instructor the journal (flip through it) to prove they have kept up with this assignment. If students wish to share entries in their journal with the group, they can ask to do this on the trip.
2. Course participation (60%) – Students are expected to participate in the pre-departure planning. This includes active participation in getting ready for the projects involved on the trip. They are expected to actively participate each day on the trip in the activities scheduled for the group. If they feel they are not able, they should discuss it with the instructor. They are also expected to participate in the activities planned for after the return from Malawi. As graduate students, they are required to take leadership roles and supervise the BSW level students also on the Malawi trip.
3. Group video project (20%) – The students are expected to assist with recording video clips to be used in a video which will result editing together all the videos recorded on the trip. This video will be shown at the scheduled presentation event after arriving home.
4. Essay (10%) – *Crossing Borders - How my international experience has affected my worldview.* Students will submit an essay of no more than 1000 words to the instructor that addresses the statement above. It can also be submitted to the Crossing Borders student writing competition sponsored by Office of International Programs. The due date is to be announced, to coincide with the OIP due date. See this website for past winning papers. <http://isso.uncc.edu/pbd/writingwinners.htm>

UNIVERSITY, COLLEGE AND DEPARTMENTAL POLICIES

University Code of Student Responsibility:

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

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

Course Credit Workload:

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

Special Needs:

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

Diversity Statement:

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Department Policies:

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(see either the MSW Student Handbook or the BSW Student Handbook), and the National Association of Social Workers (NASW) Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>).

Optional Bibliography/Reading List: TBD

ATTACHMENT 3: PROPOSED CATALOG COPY

PROPOSED CATALOG COPY:

~~**SOWK 6101. Human Behavior and the Social Environment I. (3)** Overview of theories related to human behavior with an emphasis on individuals and families, small groups, organizations and communities. Systems theories and theories related to disenfranchised groups including feminist theories are also integrated throughout the course. *(Fall)*~~

~~**SOWK 6111. Social Welfare Policy I: Historical and Policy Context of Social Work Practice. (3)** The development of social work practice theories is presented in the context of the historical evolution of society and specifically social policy. The interaction between social work’s professional aspirations, public and private social welfare policy, and the development of practice theories is emphasized. Particular attention is paid to the current trend toward privatization of social welfare services and the effect this is having on social work practice and social workers’ career paths and prospects. *(Fall)*~~

~~**SOWK 6112. Social Welfare Policy II: Theory, Philosophy and Analysis of Social Welfare Policy and Programs in the United States. (3)** Prerequisites: SOWK 6111 and SOWK 6121. This course focuses on the policy making process, policy analysis and implications of policy for program design and service delivery. The course will provide an overview of current policies guiding social work practice in major areas of social welfare service delivery. *(Spring)*~~

~~**SOWK 6121. Social Work Practice: Theories & Skills I: Individuals, Families, and Groups. (3)** The first course in a two-course foundation practice sequence. Introduces foundation skills and theories of culturally competent social work practice with individuals, families, and groups. Develops the ecological systems perspective of practice with an emphasis on client strengths and problem-solving processes within a context of adherence to social work values and ethics. This course introduces the theories of human behavior and models of social work intervention necessary to engage all levels of client systems. It introduces the skills necessary to identify, analyze, and implement evidence-based interventions to achieve client goals. Pre-requisites: SOWK 6131, 6141, 6232, 6242. Co-requisites: SOWK 6151, 6441. *(Fall)*. Day or evening.~~

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

~~**SOWK 6131. Social Work Research-I.** This course introduces students to social science research methods and their relevance to social work. Other content relates to the application of~~

critical thinking and how to engage in research-informed practice and practice-informed research. **(3)** Prerequisites: An upper division introductory statistics course. Co-requisites: SOWK 6141. ~~First of two courses in the research foundation curriculum. Introduction to social science research methods and their relevance to social work. Preparation to critically read research studies and produce applied research expected in social agencies. (Fall).~~ Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

SOWK 6141 – Foundations of Social Work (3): Students are introduced to professional development as a social worker, with attention to social work history, ethics, professional identity, and critical thinking. Other topics include self-reflection, the importance of career-long learning, and practitioner comportment. Pre-requisites: None. Co-requisites: SOWK 6131. (Fall). Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

SOWK 6151 - Social Work, Social Justice, and Diversity: (3) This course examines individual, systemic, and ideological factors related to diversity and social justice. Theories and perspectives that contribute to understanding oppression and privilege are emphasized. Implications for social work practice, research, and policy are examined. Strategies to counter discrimination and oppression are identified. This course requires considerable critical analysis and self-reflection on the part of participants. **Prerequisites:** SOWK 6131, 6141, 6232, 6242. **Co-requisites:** SOWK 6121, 6441 (Fall). Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.

This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

~~**SOWK 6202. Human Behavior and the Social Environment II. (3) Prerequisite: SOWK 6101. Overview of theories related to human behavior with an emphasis on various theories of small groups, organizations and communities. System theories, social construction theories, and theories related to disenfranchised groups such as feminist theories and non-western, non-English speaking systems of thought are also integrated throughout the course. (Spring)**~~

SOWK 6212 – Advanced Social Work Practice with Individuals (3): This course expands social work students’ knowledge, values, and skills with regard to advanced micro practice with individuals, especially members of vulnerable groups. Pre-requisites: SOWK 6121, 6131, 6141, 6151, 6232, 6242, 6441. Co-requisites: SOWK 6252, 6442 (Spring). Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

~~**SOWK 6232. Social Work Research II: Practice and Program Evaluation. (3) Prerequisite: SOWK 6131. The second course in the foundation research sequence. Introduction to a range of philosophies, methods, and activities involved in evaluation of professional social work practice and of social service programs. Both quantitative and qualitative approaches are explored. This practice and program evaluation course demonstrates how to engage in research-informed practice and practice-informed research. Managing client data and critically analyzing, monitoring, and evaluating interventions are covered in-depth. Pre-requisites: SOWK 6131, 6141 Co-requisites: SOWK 6242. (Spring). Day or evening.**~~

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

SOWK 6242 – Advocacy and Policy Practice (3): This course addresses the role of advocacy in the social work profession, tools for bringing about policy change, and use of advocacy to promote social justice, especially for vulnerable populations. **Prerequisites:** SOWK 6131, 6141 **Co-Requisites:** SOWK 6232 (Spring). Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

SOWK 6252. Mental Health Assessment. (3): This course provides an overview of social work theories related to mental/behavioral health assessment. Social constructivism frames many of these theories for the purposes of conceptualizing diagnostic classifications, as well as human strengths and resiliencies. While, social work practice behaviors are understood within the context of human behaviors and the social environment, and applied for responsibly engaging and assessing behavioral health consumers via the *APA Diagnostic and Statistical Manual of Mental Disorders* (5th edition). Pre-requisites: SOWK 6121, 6131, 6141, 6151, 6232, 6242, 6441 Co-requisites: SOWK 6212, 6442. (Fall, Summer). Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

SOWK 6313. Advanced Social Welfare Policy. (3) Prerequisite: Admission to the Advanced Standing Program. This course introduces the subject area of social welfare policy as a central concern of the social work profession. Policies and programs designed to deal with personal and societal disruptions that result from social and economic changes are presented in historical context. The theory, philosophy, and research basis of current policies in the areas of aging, family and child welfare, health, mental health, and poverty and public welfare are presented. The policy making process, policy analysis, and implications of policy for program design, service delivery, and for social work practice are discussed. (*Summer*). Day or evening.

SOWK 6323. Advanced Interpersonal Practice. (3) Prerequisite: Admission to the Advanced Standing Program. Designed for advanced standing students, this course has an integrated twofold purpose. First, it offers an overview of social work practice with individuals, families,

small groups, and organizations and communities that solidifies student understanding of foundation practice theory and methods. Second, it builds upon foundation theory and methods by introducing students to the Program's advanced practice conceptualization of interpersonal practice and the related fields of practice emphases. Students will develop a basic understanding of interpersonal practice with individuals, families, and small groups and how foundation theory and methods can prepare them for the study of interpersonal practice within a selected field of practice emphasis. *(Summer)*. Day or evening.

SOWK 6343. Advanced Social Work Practicum and Seminar. (3) Prerequisite: Admission to the Advanced Standing Program. Designed for advanced standing students, this field internship course has an integrated twofold purpose. First, it solidifies student's preparation in foundation social work practice methods and skills with individuals, families, small groups, and organizations and communities. Students will demonstrate their understanding of foundation theories and concepts by applying practice methods and skills across systems and with diverse clients. They will demonstrate the ability to accurately assess client systems, formulate and carry out plans of intervention, and evaluate the effectiveness of practice. Second, students will develop an emerging understanding of interpersonal practice with individuals, families, and small groups and how foundation practice theories and methods can prepare them for utilizing interpersonal practice methods within a selected field of practice emphasis. *(Summer)*. Day or evening.

SOWK 6441. Social Work Practicum I. (3) ~~Pre- or corequisite: SOWK 6121 and SOWK 6101.~~ The foundation field practicum prepares students to apply generalist social work knowledge, skills, values, and ethical principles gained in the classroom to actual practice at a social service agency. Students work in an approved field site under the supervision of a UNC Charlotte field instructor and attend a monthly seminar. Prerequisites: SOWK 6131, 6141, 6232, 6242. Co-requisites: SOWK 6121, 6151. *(Fall)*. Day or evening.

SOWK 6442. Social Work Practicum II. (3) Continuation of SOWK 6441. *(Spring)*. Day or evening.

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

~~**SOWK 6895. Directed Independent Study. (1-6)** Prerequisite: Permission of the department and instructor to be obtained in the semester preceding the semester in which the course is to be taken. Guided individual study in topics related to Social Work that are not offered in the MSW curriculum or available through elective courses in other graduate programs at UNC Charlotte. May be repeated for credit for different topics. *(Fall, Spring, Summer)*~~

SOWK 7090. Special Topics in Social Work. (3) A topics course that is only available for graduate credit. May be repeated for credit for different topics. *(Fall, Spring, Summer)*. Day or evening.

~~**SOWK 7103..Human Behavior and the Social Environment III. (3)** Prerequisite: SOWK 6202. Overview of theories related to mental health and mental illness. Content on the responsible use of the Diagnostic and Statistical Manual of the American Psychiatric Association. Social Construction theories and theories related to deviance and social control will be emphasized. *(Fall)*~~

~~**SOWK 7123. Advanced Interpersonal Practice with Individuals. (3)** Prerequisite: SOWK 6222. As a part of a three-course advanced practice sequence the focus of this course is on multi-theoretical and multi-method approaches for advanced interpersonal practice with individuals. Emphasis is on in-depth assessment, intervention, and evaluation of services with attention to time-limited and empirically supported methodologies. *(Fall)*~~

~~**SOWK 7124. Advanced Interpersonal Practice with Families. (3)** Prerequisite: SOWK 6222 or 6323. As a part of a three-course advanced practice sequence the focus of this course is on multi-theoretical and multi-method approaches for advanced interpersonal practice with families. Diversity among family systems and time-limited intervention models for social work practice with families are emphasized. *(Spring)*~~

SOWK 7010 School Social Work (3 cr.) Students will explore school social work practices from a theoretical as well as practical point of view. The course also focuses on the roles of school social workers and the type of issues they confront. **Prerequisites:** SOWK 6131, 6141, 6232, 6242. **Co-requisites:** None (Fall, Spring, Summer). Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

SOWK 7015: Child Welfare (3 cr.) Students will examine the history, purpose, and goals of child welfare services in North Carolina and in the United States. Course information will be provided from the context of the child- and family-centered model that guides child welfare services. **Prerequisites:** None **Co-requisites:** None (Fall, Spring, Summer). Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.

- There are corequisites for this course.
- This course is repeatable for credit.
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SOWK 7020: Social Welfare and Philanthropy (3 cr.) This elective course introduces MSW and other graduate students to philanthropy and allows them, through a community-based project, to experience two predominant aspects of philanthropy – grant making and fundraising – with an emphasis on supporting the well-being of vulnerable populations. **Prerequisites:** SOWK 6131, 6141, 6232, 6242. **Co-requisites:** None (Fall, Spring, Summer). Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
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SOWK 7025: Social Development in Malawi (3 cr.) Students will actively participate in several pre-departure class lectures and work sessions. They will travel to Malawi for 11 days and engage in service-learning activities aligned with social development in rural Malawi. Experiential projects will be designed and implemented by students using funds they raise. Sustainability and anti-oppressive approaches to social development will be highlighted. **Prerequisites:** None **Co-requisites:** SOWK None. (Fall, Spring, Summer). Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
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SOWK 7125. Advanced Social Work Practice with Groups and Families. (3) ~~Prerequisite: SOWK 6222. As a part of a three-course advanced practice sequence the focus of this course is on multi-theoretical and multi-method approaches for advanced interpersonal practice with small groups. Emphasis is on various approaches to group development and facilitation including social change, therapeutic factors, leadership, composition, contracting, goal setting, and evaluation.~~ This course expands social work students' knowledge, values, and skills with regard to advanced micro practice with groups and families especially vulnerable populations. **Pre-**

requisites: SOWK 6121, 6131, 6141, 6151, 6212, 6222, 6232, 6242, 6441, 6442, 7103 **Co-requisites:** SOWK 7443 (Fall). Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
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SOWK 76222. Advanced Social Work Practice with H: Organizations and Communities I. (3) ~~Prerequisite: SOWK 6121. The second course in the foundation practice sequence. Introduces foundation skills and theories of culturally competent social work practice with organizations and communities. Areas of focus include leadership development in nonprofit organizations and collaborative approaches to building and strengthening neighborhoods.~~ This course builds on the foundational theories and skills introduced in Social Work Practice with specific attention to communities and organizations as primary client systems. It introduces theories that inform and guide practice in communities and organizations. It builds advanced skills in engaging and assessing communities and organizations. **Pre-requisites:** SOWK 6121, 6131, 6141, 6151, 6232, 6242, 6252, 6441-, 6442 **Co-requisites:** SOWK ~~6212, 6442~~ 7443 (Spring/Fall). Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

SOWK 7223. Advanced Social Work Practice with Organizations and Communities II. (3). This course builds advanced practice skills in the design, development, implementation, and evaluation of interventions at the community and organizational levels. It also builds skills in leadership and ethical decision-making. It emphasizes the use of critical thinking and self-awareness concerning leadership and ethical challenges in community and organizational contexts. **Pre-requisites:** SOWK 6121, 6131, 6141, 6151, 6212, 6222, 6232, 6242, 6252, 6441, 6442, 7125, 7443 **Co-requisites:** SOWK 7444, 7651. (Spring). Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.

- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

SOWK 7443. Social Work Practicum III. (6) ~~Prerequisite: SOWK 6442. Corequisite: Enrollment in at least one advanced social work practice class (SOWK 7123, SOWK 7124, or SOWK 7125).~~ Students work in an approved social service agency developing specialized social work skills in their area of focus. Students are expected to demonstrate advanced social work practice skills that indicate an integration of theories, research, and policies in relation to their area of specialization within interpersonal practice. ~~Pre-requisites: SOWK 6121, 6131, 6141, 6151, 6212, 6222, 6232, 6242, 6252, 6441, 6442, 7125. Co-requisites: SOWK 7222. (Fall). Day or evening.~~

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

SOWK 7444. Social Work Practicum IV. (3) ~~Prerequisite: SOWK 7443. Corequisite: Enrollment in at least one advanced social work practice class (SOWK 7123, SOWK 7124, or SOWK 7125).~~ Continuation of SOWK 7443. ~~Pre-requisites: SOWK 6121, 6131, 6141, 6151, 6212, 6222, 6232, 6242, 6252, 6441, 6442, 7125, 7222, 7443. Co-requisites: SOWK 7223, 7651. (Spring). Day or evening.~~

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

~~SOWK 7651. Field of Practice Seminar Reflection and Synthesis. (3) Prerequisite: Student must be in the last semester of the MSW curriculum. This is a capstone course in which the student prepares a comprehensive paper describing the major historical and current theories, philosophies, and research issues of social work practice, policy, and human behavior in the social environment, related to the field of practice in which the student has indicated a specialization. The student will be expected to present sections of the paper at least twice during the semester. SOWK 7651 is designed to provide MSW students with an~~

opportunity to practice personal reflection, synthesize their learning from the MSW program, and demonstrate competency. **Prerequisites:** SOWK 6121, 6131, 6141, 6151, 6212, 6222, 6232, 6242, 6252, 6441, 6442, 7125, 7443 **Co-requisites:** SOWK 7223, 7444. **(Spring)**. Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

SOWK 7627. Seminar in Advanced Practice: Supervision and Staff Training. (3)

~~Prerequisite: Student must be in the last semester of the MSW curriculum.~~ Students may choose to satisfy their social work elective requirement with this course. This seminar is for students who anticipate working in traditional social welfare organizations in the public or private sectors. The focus of this seminar is on knowledge and skills that a social worker will need to succeed in practice in large organizations. Included is content on supervision, staff training and development, and the role of the professional in large organizations. **Pre-requisites:** SOWK 6121, 6131, 6141, 6151, 6232, 6242. **Co-requisites:** None. **(Spring)**. Day or evening.

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

ATTACHMENT 4: ACADEMIC PLAN OF STUDY

1. **ACADEMIC PLAN OF STUDY:** Please indicate whether the proposed change will impact an existing Academic Plan of Study and require changes to CAPP. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at provost.uncc.edu/resources-and-reports).

There is no CAPP for the MSW Program.

**Department of Social Work
Master of Social Work (MSW) Degree: 62 credit hours required
College of Health and Human Services
<http://socialwork.uncc.edu>**

Academic Plan of Study

Program Summary Information:

- Declaring the Major: Successful admission to the MSW program is contingent on a student having an undergraduate GPA of 3.0 or greater, however strong GRE scores, letters of reference, and admissions essay may compensate for applicants whose GPA is less than 3.0. Applicants must have an undergraduate degree from an accredited university and academic program, academic experience in the liberal arts (e.g. courses in the social and behavioral sciences), and completed at least one course in (1) human biology, and (2) introductory statistics. Deadline for prospective applicants is February 1st, and pre-enrollment advising is routed through the Coordinator of Admissions,
- Advising (major): Students will be assigned a social work faculty advisor upon admission to the program.
- Advising (General Education): Not applicable to a graduate program.
- Minimum Grades/GPA: Successful graduates must complete the program with a GPA of 3.0 or greater, and have no more than two C's assigned in any courses.
- Teacher Licensure: NO
- Night Classes Available: Several courses are offered during the evening, however the bulk of courses will be offered during the day.
- Weekend Classes Available: NO
- Other information: Students will complete four semesters of field practica.
- Contact Person: Coordinator of Admissions

Program Requirements (visual presentation):

Admissions Requirements	Bachelor Degree From Accredited Institution and Program	Admission is contingent on a student having an undergraduate GPA of 3.0 or greater, however strong GRE scores, letters of reference, and admissions essay may compensate for applicants whose GPA is less than 3.0. Applicants must have an undergraduate degree from an accredited university and academic program, academic experience in the liberal arts (e.g. courses in the social and behavioral sciences), and completed at least one course in (1) human biology, and (2) introductory statistics. Deadline for prospective applicants is February 1 st .
MSW Curriculum	62 credit Hours	All courses go towards completing the 62 credit program
General Education*		NO
Related Work		NO
Foreign Language		NO
Electives	12 Credit Hours	Students are required to complete four elective courses, and these courses are designed to supplement students social work practice interests. Advisor's prior approval is required.

Suggested Plan of Study for the Full-Time MSW Program

Year 1: Fall (15 credits)

- SOWK 6121 Social Work Practice: Theory and Skills (3 cr.)
- SOWK 6131 Social Work Research (3 cr.)
- SOWK 6141 Foundations of Social Work (3 cr.)
- SOWK 6151 Social Work, Social Justice, and Diversity (3 cr.)
- SOWK 6441 Practicum I (3 cr.)

Year 1: Spring (15 credits)

- SOWK 6232 Practice and Program Evaluation (3 cr.)
- SOWK 6242 Advocacy & Policy Change (3 cr.)
- SOWK 6212 Advanced Social Work Practice with Individuals (3 cr.)
- SOWK 6252 Mental Health Assessment (3 cr.)
- SOWK 6442 Practicum II (3 cr.)

Year 2: Fall (16 credits)

- SOWK 7222 Advanced Social Work Practice with Communities and Organizations I (3 cr.)
- SOWK 7125 Advanced Social Work Practice with Groups and Families (3 cr.)

*Elective (3 cr.)

*Elective (3 cr.)
SOWK 7443 Social Work Practicum III (4 cr.)

Year 2: Spring (16 credits)

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

SOWK 7651 Reflection and Synthesis (3 cr.)

*Elective (3 cr.)

*Elective (3 cr.)

SOWK 7444 Social Work Practicum IV (4 cr.)

Total Credits = 62

*Students are required to take four 3-credit electives relating to a vulnerable population, micro or macro practice. Students are required to receive written prior approval from their advisers.

Suggested Plan of Study for MSW Extended Program

Year One

Fall (6 credits)

SOWK 6131 Social Work Research (3 cr.)

SOWK 6141 Foundations of Social Work (3 cr.)

Spring (6 credits)

SOWK 6242 Advocacy & Policy Change (3 cr.)

SOWK 6232 Practice and Program Evaluation (3)

Summer (3 credits)

*Elective (3 cr.)

Year Two

Fall (9 credits)

SOWK 6121 Social Work Practice: Theory & Skills (3 cr.)

SOWK 6151 Social Work, Social Justice, & Diversity (3 cr.)

SOWK 6441 Practicum I (3 cr.)

Spring (9 credits)

SOWK 6212 Advanced Social Work Practice with Individuals (3 cr.)

SOWK 6252 Mental Health Assessment (3 cr.)

SOWK 6442 Practicum II (3 cr.)

Summer (6 credits)

SOWK 7125 Advanced Interpersonal Practice with Groups & Families (3 cr.)

* Elective (3 cr.)

Year Three

Fall (10 credits)

SOWK 7222 Advanced Social Work Practice with Communities & Organizations I (3 cr.)

*ELECTIVE (3 cr.)

SOWK 7443 Social Work Practicum III (4 cr.)

Spring (13 credits)

SOWK 7223 Advanced Social Work Practice with Communities & Organizations II (3 cr.)

SOWK 7651 Reflection and Synthesis (3 cr.)

*ELECTIVE (3 cr.)

SOWK 7444 Social Work Practicum IV (4 cr.)

Total Credits = 62

*Students are required to take four 3-credit electives relating to a vulnerable population, micro or macro practice. Students are required to receive written prior approval from their advisers.

ADVISING RESOURCES:

- <http://advising.uncc.edu> is the central University source of information on advising
- <http://catalog.uncc.edu/graduate-catalogs> is the official Graduate Catalog

ATTACHMENT 5: STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES; Please indicate what SLOs are supported by this course or courses or whether this curricular change requires a change in SLOs or assessment for the degree program.

No change in SLOs or assessment is required.

ATTACHMENT 6: TEXTBOOK COSTS

TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

The Department of Social Work is mindful of the cost of textbooks. Electronic textbooks are generally available from publishers. UNC-Charlotte Bookstore has textbook rental and buyback programs.

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