Days and Time: Tuesday and Thursday, 9:30-10:50 a.m.
Instructor: Donald L. Schuman, PhD, LCSW, LCDC
Classroom: University Hall, Room 16
E-mail: To be schumand@uta.edu
Faculty Profile: e.g. https://www.uta.edu/mentis/public/#To Be Determined
Office: Social Work Complex, Building B, 119
Office Hours: Thursday 11:30-12:30 p.m.
Other hours available by appointment only.

Course Description and Prerequisites:
SOCW 2313 Practice I is the first course in a three course-series: SOCW 2313, SOCW 3304, and SOCW 3306. SOCW 2313 Practice I and SOCW 3304 Practice II combine to provide you the foundation of social work practice by exploring the dynamics of the direct practice process, while SOCW 3306 Practice III focuses on social work practice in the context of understanding and intervening at the organizational and community levels.

SOCW 2313 Practice I and SOCW 3304 Practice II explore the interactive skills and techniques necessary for working with individuals, families, and groups utilizing the four-step planned change process of engagement, assessment, intervention, and termination/evaluation. The focus is on the use of self as an agent for change in the interaction between individuals, and between individuals and their social environment. Social Work Practice I facilitates the development of interpersonal skills (i.e., feeling and doing) specific to the engagement and assessment steps of the planned change process. Coursework includes instruction and skill building for enhancing or restoring the functioning of a client or client family. Ethics, preparatory activities, rapport building, exploration, and initial assessment processes are covered. Social Work Practice II continues the development of interpersonal skills specific to the intervention and termination/evaluation steps of the planned change process. Coursework includes instruction on practice theories and methodologies for intervention and skill building for goal development and evaluating outcomes. Contracting, developing resources, attending to family systems, selecting intervention methods, and managing barriers to change are covered.

SOCW 2313 and SOCW 3304 share course textbooks. You will utilize the first half of the text in SOCW 2313 and the second half of the text in SOCW 3304 to ensure continuity of skill development and practice philosophy.

Prerequisite: Successful completion (final grade of C or above) in SOCW 2311.

Educational Objectives Addressed:
1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to client age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
Course Goals:
1. To broaden the student's understanding of the social work "helping process" concept from a generalist perspective.
2. To facilitate the student's ability to identify, define and apply skills used to establish and maintain an accepting, professional social work relationship with a client, family, group, or larger system.
3. To increase the student's critical thinking and understanding of the phases of a helping relationship (beginning, middle, and termination), and apply skills used to sustain a professional relationship in each phase with individuals, families and groups.
4. To further the understanding and ability of students to apply concepts from the HBSE sequence, including developmental theory, and integrate those concepts with facilitating the movement of a client, family or group through the social work helping process.
5. To enable the student to understand the value base of the Social Work profession and to identify and develop skills in exploring relevant racial, cultural, gender, and spiritual issues when they arise in the professional relationship.
6. To increase the student's awareness of conflicts in her/his own value system and life experiences, and how these issues can influence professional work with clients.
7. To enable the student to evaluate his/her own personal characteristics, professional skills, and strengths and weaknesses in working with and relating to others.

Student Learning Outcomes:
By the end of the semester, you will . . .
1. Articulate in class discussions, writing assignments, and role play experiences, knowledge of social work roles in the helping process.
2. Articulate in class discussions and class presentations increased awareness of how significant relationships, personal life experiences, and personal values influence one’s ability to respond empathetically to those in need.
3. Verbally, and in written work, respond to feedback that enables one to identify strengths, weaknesses, and areas for further growth.
4. Demonstrate the ability to assess the significance of client spirituality in establishing a professional social work relationship, and moving a client through a social work helping process.
5. Articulate in class discussions, and examinations, the significance of concerns related to an individual's race, gender, culture, and sexual preference, which affect one’s ability to establish and maintain an accepting professional relationship with an individual in need.
6. Articulate in class discussions, writing assignments, and role play experiences basic skills used in establishing and maintaining professional helping relationships throughout the helping process.
7. Demonstrate in assignments, class discussions, and examinations, the integration of social and economic justice concerns in establishing professional social work relationships and advocating on behalf of clients.

ATTENDANCE POLICY, CLASS PARTICIPATION and COMMUNICATION
Attendance Policy
Due to the format and content of this course, regular and punctual attendance is imperative and expected. Attendance is part of your final grade. As a matter of fairness and equity, you will lose 5 points off your grade per day absent if you miss more than three (3) scheduled class sessions (this includes emergency/extenuating circumstances). Additionally, I expect you to arrive on time and not leave early. Repetitive lateness (e.g., 15 minutes late), as well as leaving class early, may affect your final grade. Role will be taken at the beginning of each class. If it is necessary for you to be late or leave class early, please let me know in advance.
Class Participation
It is important that you come to class prepared to take part in informed discussion each week, based upon the class readings. This part of the grade will be determined by class attendance and participation in discussions.

Communication and Feedback
I will be available by email, office hours or blackboard to answer questions about assignments. You should submit questions or requests for clarification at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, I cannot guarantee a timely response.

Feedback is two-way. During this course you will be asked to provide feedback on your learning in informal as well as formal ways, including the use of anonymous surveys. It is very important for me to know your reactions to what is taking place in class, so that adjustments can be made if necessary to best meet your needs. If you are concerned about your class performance, I am more than willing to work with you to help you improve your understanding of course content. I am happy to meet with you. Please contact me via email, office hours or blackboard to schedule a day and time to meet.

Class Environment
It is essential that we create an environment conducive to learning. Please avoid distracting or disrupting the class. There is also the possibility that you may disagree with another student or the instructor. This is to be expected with the issues social workers confront and our tendency to be passionate about our values and opinions. However, it is important that we respect each other and others opinions. Each student will sign a course confidentiality agreement.

Use of technological devices (cell phones, iPods, mp3s, etc) is not permitted during class. A minimum of one (1) point will be deducted from your attendance-participation grade each time an incident occurs. However, the use of a laptop for note-taking is permitted. If you are the caregiver for a child or other family member, obtain approval from me to leave your cell phone on vibrate/silent mode for emergency phone calls (calls should be taken outside the classroom).

REQUIRED TEXTBOOKS AND OTHER COURSE MATERIAL


RECOMMENDED TEXT

Readings: Readings will be assigned from the textbooks and may be augmented with class handouts. Additional readings may be assigned that are both relevant to course material and will enhance student learning. A combination of lecture, discussion, in-class, and out-of-class exercises (individual and small group) will highlight the major concepts covered in the course.

Blackboard: Blackboard is a Learning Management System licensed by UTA for me to communicate electronically with you. It will be used as a mechanism to deliver class materials. There are many Blackboard features that will be used during the course of this class, including posting of course material, class assignments, and grades.
**Expectations for Out-of-Class Study**: Beyond the time required to attend each class meeting, you should expect to spend at least 9 additional hours per week of your own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**ASSIGNMENTS, EXAMINATIONS, AND GRADING**

**ETHICS GROUP PRESENTATION (10%).** Working in small groups, you will develop and deliver a 15-20 minute presentation in class regarding a case that involves an ethical dilemma. You will discuss the dilemma and determine how the dilemma should be resolved. Class time will be provided to discuss and prepare some of the presentation; however, it may not be enough. You may need to spend some time on this assignment outside of the regular class period. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

**Online Assignment #1 “Cultural Dos and Taboos” (10%).**
You will upload to Blackboard a one to two page paper exploring a chosen ethnic group’s “Do’s” and “Taboos.” You will conduct online research and cite references in accordance with APA guidelines. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

**Online Assignment #2 “Case Study” (20%).**
You will upload to Blackboard answers to a designated case study. You will review the case and utilize material from lecture and textbooks to respond. Additional information on the content, style, and grading of this assignment will be provided in class and posted on Blackboard.

**EXAMS (2) (30% Each).**
Two examinations will be given during the semester. The Final Exam (included in the 2 exams given) will NOT be comprehensive. Exam material will come from lectures, assigned readings, and any handouts given in class. Make-up exams will only be approved at my discretion. I will not approve a make-up unless you inform me of your absence before the scheduled exam.

**Extra Credit**
From time to time university presentations, volunteer experiences, and community service learning opportunities are presented which are beneficial to the learning experience of this class. At my discretion, extra credit may be given for these types of activities.

**GRADING**

- 90 and Above = A
- 80 - 89.9 = B
- 70 –79.9 = C
- 60 - 69.9 = D
- Below 60 = F

All written assignments must be submitted through SafeAssign. Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. Plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own – i.e., using direct sentences written by others) will result in a failing grade for the course.

All papers must follow APA guidelines.
All written assignments will be due on the date listed on the Course Schedule before class begins (9:30 a.m.). *Five points will be deducted for each calendar day the paper is late, including weekends.*

You are expected to keep track of your performance throughout the semester and seek guidance from available sources (including me) if your performance drops below satisfactory levels; see “Student Support Services,” below.

**Course Syllabus Modifications**

Modifications to assignments and the class schedule may be necessary. Modifications to these items and the course syllabus, if needed, will be made at my discretion based on new materials, class discussions, or other needs of the class. I will distribute modifications in a timely fashion either via email, Blackboard, or classroom distribution.

**OTHER INFORMATION AND UNIVERSITY POLICIES**

1. **Student Support Services/Student Retention:** The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

2. UT Arlington faculty members may employ the **Honor Code** as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

For this class, be attentive to the manner in which you use and cite reference material. When in doubt, it is best to insert a citation. Avoid the excessive use of quotations – cited or not – and if you use any kind of a writing tutor, be careful about the degree of assistance they provide to you. Assignments are intended to represent YOUR work (for better or worse) so over-reliance on outside help is discouraged.

3. **Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

4. **Librarian to Contact:** The Social Sciences / Social Work Resource Librarian is John Dillard. His office is in the main library. He may also be contacted via E-mail: dillard@uta.edu. The SWEL web page is linked to the School of Social Work Main Page and through the Central Library web page.

5. **E-Culture Policy:** The University of Texas at Arlington has adopted the University email address as an official means of communication with students. All communication for this class will be conducted through the UTA email system. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning
registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. *Students are responsible for checking their UTA issued email regularly.*

6. **Incompletes:** Incompletes are given only in exceptional and very rare situations that involve Acts of Nature and/or other things beyond the ability of the student to anticipate or overcome.

7. **Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

8. **Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>8/21/14 Introduction, Syllabus, Assignments</td>
<td>Cournoyer, Ch 1</td>
<td>Course Confidentiality Agreement</td>
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<tr>
<td>Week 2</td>
<td>8/26/14 Introduction to Professionalism</td>
<td>Cournoyer, Ch 2</td>
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<tr>
<td>Week 3</td>
<td>9/2/14 The Field of Family SW</td>
<td>Collins, Ch 1</td>
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<td>Week 4</td>
<td>9/9/14 Ethical Decision Making</td>
<td>Cournoyer, Ch 5</td>
<td>“NASW Code of Ethics”</td>
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<td>Week 5</td>
<td>9/16/14 <em>Ethics Group Work</em></td>
<td>Collins, Ch 3</td>
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<td>Week 6</td>
<td>9/23/14 Family Strengths and Resilience</td>
<td>Collins, Ch 5</td>
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<td>Week 7</td>
<td>9/30/14 Ethics Group Presentations</td>
<td>Cournoyer, Ch 6</td>
<td>Ethics Group Presentations</td>
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<td>Week 8</td>
<td>10/7/14 Review for Exam I</td>
<td>Collin, Ch 6</td>
<td>10/9: Exam I</td>
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<td>Week 9</td>
<td>10/14/14 Practical Aspects of Family Social Work</td>
<td>Collin, Ch 4</td>
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<td>Week 10</td>
<td>10/21/14 10/23/14</td>
<td><strong>Cultural Dos Online Assignment</strong>  Preparing</td>
<td>Cournoyer, Ch 7</td>
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<td>Week 11</td>
<td>10/28/14 10/30/14</td>
<td>The Beginning Phase  Beginning</td>
<td>Collins, Ch 7  Cournoyer, Ch 8</td>
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<tr>
<td>Week 12</td>
<td>11/4/14 11/6/14</td>
<td>Exploring Qualitative Family Assessment</td>
<td>Cournoyer, Ch 9  Collins, Ch 8</td>
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<td>Week 13</td>
<td>11/11/14 11/13/14</td>
<td>Assessment: Intrapersonal, Interpersonal, etc. Assessment Tools: Ecomap and Genogram</td>
<td>Cournoyer, Ch 10 (but listed in text as Ch 9, again)</td>
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<tr>
<td>Week 14</td>
<td>11/18/14 11/20/14</td>
<td><strong>Case Study Online Assignment</strong>  Ecomap and Genogram</td>
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<tr>
<td>Week 15</td>
<td>11/25/14 11/27/14</td>
<td>Assessment Skills  Thanksgiving Holiday</td>
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<tr>
<td>Week 16</td>
<td>12/2/14 12/4/14</td>
<td><strong>Review for Exam II/Final</strong>  <strong>Exam II – Final</strong></td>
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