LOCATOR INFORMATION:
Semester: 
Course: SWRK 606 Social Work Practice Seminar 
Semester Hours of Credit: 3 s.h. 
Day/Time Class Meets: 
Room/Bldg. Where Class Meets: 
Instructor’s Name: 
Office Phone#: 
Email Address: 
Office Location: 
Office Hours: 

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Course Description:
This is an advanced practice class designed to supplement and complement the training and experience the student received from an accredited BSW program. The course will present content on theories of assessment, intervention, diversity, evaluation, and termination. Challenges and concerns encountered by vulnerable families, low-income families, families of color, and nontraditional families are emphasized as well as the dynamics of small groups. Students develop an understanding of how values and ethics impact social work practice. Content on social work practice with individuals, families, groups, organizations, and communities, including theories and strategies for community and community organization development are emphasized. Additionally, this course will prepare the student for entry into the advanced year of the MSW program at Fayetteville State University. Prerequisite: Admission to Advanced Standing

Required Text

Direct social work practice: Theory and skills (8th ed.). Belmont, CA:

Cengage Brooks/Cole.
SUPPLEMENTARY READINGS:

Washington, DC: APA


Additional Required Readings and Readings on Reserve:
Additional supplementary readings are on reserve and electronically in the Chestnut Library under the instructor’s name. Some readings will be given by the instructor and thru Blackboard.

COURSE COMPETENCIES:
Upon completion of this course, the student will be able to:

1. Apply knowledge and skills of advanced generalist social work practice (assess, plan, implement, and evaluate) using the problem-solving method with individuals, family systems, groups, communities, and organizations, including military, urban and rural systems.

2. Demonstrate an understanding of the ecological and family systems perspectives of social work practice with individuals, families, and groups.

3. Develop an understanding of the field of family practice and its relationship to contemporary families and family problems including reference to culturally and socially diverse families, distinguished by race, ethnicity, class, culture, gender, sexual orientation, religion/spirituality, mental and physical ability, age and national origin.

4. Demonstrate the ability to apply theoretical frameworks to individual and family practice skills and techniques.

5. Examine the impact of social problems such as substance abuse, racism, sexism, ageism, poverty, rural economic depression, military deployments divorce, and child abuse on family functioning.

6. Apply critical thinking knowledge and skills within the context of professional social work practice in the assessment, intervention, and diagnostic process of individuals, families and groups.

7. Demonstrate the ability to identify social policy implications and learn skills to develop and enhance social policies and practices impacting micro, mezzo, and macro systems in regards to individuals, families, groups, organizations and communities.

8. Identify ethical conduct, understand value assumptions and resolve ethical dilemmas encountered by social workers in working with individuals, families, groups, and organizations communities according to the NASW Code of Ethics.

9. Demonstrate self-awareness and the professional use of self in social work practice and appropriate supervision within social work organizations and community organizations.
**COURSE EVALUATION AND GRADING CRITERIA:**

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Percentage</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Theory Paper and Multi-Systemic Ecomap using Video or Case Review</td>
<td>(15%)</td>
<td>90-100 = A</td>
</tr>
<tr>
<td>Mini Exam</td>
<td>(15%)</td>
<td>80-89 = B</td>
</tr>
<tr>
<td>Major Exam</td>
<td>(25%)</td>
<td>70-79 = C</td>
</tr>
<tr>
<td>Field Social Work Agency/Board or Community Observation &amp; Summary Report</td>
<td>(20%)</td>
<td>Below 69 = F</td>
</tr>
<tr>
<td>Group Case Study Paper &amp; Group Role Play Exercise</td>
<td>(15%)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Assignments and Due Dates:**

**A. Assessment Application Theory Paper (15%)** *(Micro)*

Students will submit an assessment and theoretical paper and a visual multi-systemic ecomap drawing. It is expected that you will utilize a prior field or employment case of a family or individual with problems/issues in which you applied assessment and intervention with as part of social work practice or given the chance would have applied theory, assessment and intervention. The paper will be a minimum of 6 to 10 pages in length and will follow the APA style of writing described in the syllabus. The student will utilize a minimum of ten (10) primary references (books and journal articles) in the body of the paper. An application paper is an exercise in analyzing and evaluating applicable theories and information about human development and applying this information to actual people and situations. It is expected that you will apply the ecological perspective and your selected theory to understanding consumers you have encountered in field or employment. **The paper must be free of errors and reflect graduate writing, thinking and application*** Due Date:

**B. Evaluative Mini Examination (15%)** *Due Date:

The mini exam will test reading of required readings and class preparation. The format will include the same as the major exam.

**C. Evaluative Examination (25%)** *Due Date:

There will be one major exam. The exam will evaluate mastery of reading assignments, discussions, lectures and class and Blackboard notes. The format may include brief essays, short answer questions and multiple choice questions.

**D. SW Agency/Board or Community Observation Meeting Presentation (20%)** **Due Date:** *(Macro)*

Attending a public meeting allows one to enter a community. One can ascertain who the players are and what their positions are. You also can observe alliances between individuals for political purposes and sometimes the organizational structure.

You are to attend a **social work agency board public meeting** in the community in which you live work or attend school *(ASAP)*. You will need to answer the following questions in your **Power Point presentations**:

1. the name and purpose of the meeting
2. where held, time started/on time
3-number of policy makers/members
4-demographics of members (age, gender, race, etc.)
5-conservative, liberal, or moderate
6-issues/policies addressed during meeting
7-who voted with who/what alliances/partnerships between board members seemed to be
   struck
8-strengths of meeting/weaknesses of meeting, of members
9-discuss areas of services provided/lacking
10-did you notice any antagonists on board (if so, describe)
11-were members voted or did they serve voluntarily
12-how long did meeting last?
13-any other items you found interesting?
14- any other pertinent information pertaining to the assignment and social work

Presentations should be at least 12 minutes minimum.

Please Note: Bring a copy of the dated agenda that is provided to meeting attendants to
class for the instructor.

E. Group Case Study & Group Role Play Exercise (15%) *Due Date:

Students in a group of four will identify a presenting problem in a family that at least one of
the students has worked with (in field or employment) as the subject of analysis, discussion and
role play. A problem-solving process and systemic approach will be utilized. Pseudonyms
should be assigned to each family member in order to preserve confidentiality. The group
will write a 4-6 page typewritten paper outlining the following information about the
family problem:

Demographics to include marital status, ethnic/racial identity, class, religious/spiritual
orientation, sexual orientation, sex, birth order and age of children and any other identifying
information. The group will include culture as a major aspect of the case.

A brief description and assessment of the family dynamics including the family member
with the presenting problem, if applicable, family interactions/dynamics, hierarchy, power
structure, roles, family life cycle issues, triangulations/coalitions, and any other brief pertinent
information.

Specific attention should be given to the following:
What is the chief complaint of the family?
Who is the person who has the problem(s) as described by the family?
What is the problem(s)? Describe the problem and challenges of the family using either a
systems or ecological perspective.
What are the attempted solutions?
Give a brief description of interactions (dialogue & action).
What are the client’s position statements?
What are the clients’ visions of improvement? Specify the strengths or resources of the family?
What theory would you use with this family?
Specify the problem and course of action the group believe this family should take to better
handle its problems and challenges (include your theory and the rationale),

The Group will Role Play the therapist and the family using the Problem-Solving Format
(members may have to play more than one role). *Due Date:
**Class Format:** This is an interactive and lecture/discussion class. Students are expected to have completed **required readings before class** and are expected to participate in class activities and to bring relevant information and questions to class for discussion.

**COURSE OUTLINE WITH ASSIGNMENT SHEET:** See attached schedule

**Teaching Methods/Strategies:**

A variety of teaching methods will be used to help students master theory and social work practice. This bridge course will provide opportunities for theory and skill development. The teaching methods will consist of lectures, lecture/class discussions, application exercises, small and large group activities, video analyses, guest resource presenters, oral student presentations, and in class experiential activities. Blackboard, audio and visual materials will be utilized as supplementary materials as appropriate. This is a web enhanced course with information posted on Blackboard.

**Course Expectations:**

Students are responsible for all material assigned and discussed in the course. Assignments are to be submitted to the instructor on time at the beginning of class on the due date. Assignments submitted late will be subject to a grading penalty. Students are expected to do assigned readings prior to class in order to enable them to participate in classroom discussions. It is expected that all students will participate in classroom discussions and group exercises. Reading the assigned material prior to the class session is a prerequisite to getting the most out of each class and successfully meeting the course objectives.

**CLASS POLICIES:**

**Policy on Students with Disabilities:**

The university provides for the matriculation of all students without regard to sex, race, religion, or physical disability (FSU Catalog). The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with disabilities who need assistance in utilizing university services should register with the Center for Personal Development (910-672-1204) as soon as they are admitted to the university. The center also provides counseling services and referrals.

**Student Honor Code:**

The Student Honor Code is in effect in this course. Students who cheat on exams and/or assignments, or commit plagiarism, will receive a grade of zero (0) for the work on which the offense was committed. The maximum penalty is failure of the course. Students in the class who are aware of academic dishonesty on the part of classmates are expected to inform the instructor. Academic dishonesty is contrary to the ethics of the social work profession. It is also unfair to other students, and will not be tolerated in any form (see MSW Handbook).

**Assignments:**

Promptness in completion of assignments and assigned readings is a requirement. You are expected to contribute to class discussion and be prepared for class. Preparation includes reading the assigned readings prior to class and being attentive during class.
Writing:
The APA style of writing is required for social work courses. Written work must show thoroughness, clarity, and professionalism. This includes first writing, reviewing, editing and then rewriting. All work should be carefully proofread and corrected. Papers should be free of errors as there will not be an opportunity to resubmit written work, except in extreme cases (the grading will start at 89 if an extreme rewrite is required). All assignments must be typed, doubled-spaced, include a titled page and citations following the APA style of writing (Publication Manual of the American Psychological Association (6th edition)). The Chick Writing Center and Smart Thinking are excellent writing resources to utilize, if necessary. The following web sites may also be helpful:
http://www.apastyle.org/elecref.html
http://www.apastyle.org/journals/webref.html
http://juno.concordia.ca/faqs/apanetscape.html
All papers should meet the following standards:
Structure: identifiable purpose or thesis statement, logical organization, transitions between paragraphs, effective summary or conclusion.
Content: significant content related to the purpose of the paper, appropriate content to support the purpose of the paper or thesis, documentation of sources using the APA style.
Presentation or style: correct voice, person, and variety in sentence structure as appropriate.
Mechanics: correct punctuation, grammar, standard English, spelling. All proofreading and corrections must be made w/ computer or typewriter.
Format: All papers must be double-spaced w/ 1 1/4 inch margins. Font size should be 12.
Attendance Policy:
All social work courses are preparation for professional practice. This means that excessive absences, tardiness and early departures will not be tolerated any more than such behaviors would be tolerated in the employment world. Regular and punctual class attendance and participation is expected and is an integral part of this course. The Social Work Program feels learning cannot take place unless the student is present during class meetings. To aid students in making the transition from student to professional, absences will not be tolerated. One must recognize that commitment to a goal (in this case, learning) is important. Attending all classes constitutes a commitment to learning. Students are expected to attend class, arrive to class on time and to stay for the duration of the class. Students are expected to notify the instructor of an absence before or after the absence. Absences beyond one will result in a letter grade reduction for each absence past one.

Standard of Conduct
Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Therefore, students are expected to conduct themselves in accordance with the standards of the School, the University, and the National Association of Social Workers (NASW). These standards are outlined in detail in the MSW Handbook, the FSU Graduate Handbook, the FSU Student Handbook, and the NASW Code of Ethics. It is expected that all students will familiarize themselves with this information and adhere to appropriate guidelines.
**Class Behavior**
Please refrain from talking or doing any behavior that distracts from the learning process.

**Beepers/Cell Phone Policy**
So as not to disturb the professor, presenters, and fellow classmates, beepers and cell phones are not to be turned on or used during class time. This includes not having phones on vibrator or looking at the phone to see who called during class time. If an anticipated emergency is expected, then notify the instructor prior to class.

**Incomplete Policy**
A grade of *incomplete* or “I” will **not** be given unless there are documented emergency situations. Only emergency situations that prohibit a student from completing the course warrant a grade of “I”. In such cases, an “I” will be given automatically.

**Course Outline and Assignment Schedule**
NOTE: The content of this syllabus is subject to change depending on the scheduling demands of the instructor and other circumstances. All changes will be announced in class or forwarded to students thru Black Board/email. Assigned reading is required before class.

**This Course Outline is Subject to Change**

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Course Competencies</th>
<th>Activities &amp; Required Readings &amp; Additional Readings</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2 Cont.</td>
<td>Interviewing-Verbal Following, Exploring, &amp; Focusing Skills Closed &amp; Open Ended Responses</td>
<td>Comps. 3, 4, 6, 7, 8, 9</td>
<td>Chapters 6 Hepworth Cultural interviewing video</td>
<td>classroom discussion, class discussions, exercises</td>
</tr>
<tr>
<td>Sessions 3 &amp; 4</td>
<td>Assessment &amp; understanding problems and strengths Cultural, societal * social class factors Social work with families diverse families &amp; groups</td>
<td>Comps. 1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>Chapters 8 &amp; 9 Hepworth In class Exercise Chapter 8 Zastrow Text Blackboard notes *How long will you live *Mini Exam (must be present) June 11 Assessment, Theory Paper &amp; /Eco Map Due * June 18</td>
<td>classroom discussion, class participation experiential exercises, papers, exam</td>
</tr>
<tr>
<td>Session 7 *</td>
<td>Community Social Work Practice</td>
<td>Comp.1, 7,8, 9</td>
<td>Community Social Work Agency Presentations</td>
<td>classroom discussion, class participation, experiential exercises, papers</td>
</tr>
<tr>
<td>Session 8</td>
<td>Wrap-Up and Group Role Play Presentations</td>
<td>All Competencies</td>
<td>Group Role Play Exercises (Groups-4 persons each group)</td>
<td></td>
</tr>
</tbody>
</table>
Recommended Helpful Web Sites

Direct Social Work Practice Companion web site (Review for sample test items)
Http://socialwork.wadsworth.com/hepworth7
Publication Manual of American Psychological Association
www.apastyle.org/elecresource.html
APA Style Resources
www.apastyle.org/elecref.html
www.apastyle.org/journals/webref.html
www.psywww.com/resource/apacrib.htm
Association for Gerontology Education in social work
http://www.agesocial work.org/
Gateway to Post Traumatic Stress Disorder Information
http://www.ptsdinfo.org
National Association of Social Workers
www.nasw.org
NASW Code of Ethics
www.socialworkers.org/pubs/code/code.asp
Council on Social Work Education
www.cswe.org
National Association of Black Social Workers
www.nabsw.org
National Association for Rural Mental Health
http://narmh.org/
Rural Social Work Caucus
www.marson-and-associates.com/rural
Nclive.org-
Welfare Information Network:
www.welfareinfo.org
The Center for Mental Health Services
www.mentalhealth.org/publications/allpubs/ADM90