

Foundations Of Social Work Practice 2364

Course Syllabus: Spring 2019



NORTHEAST TEXAS
COMMUNITY COLLEGE

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
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	n/a	11:00-12:00	By apt	11:00-12:00	By apt	
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The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description (include prerequisites): This course provides an overview of the generalist social work problem-solving process. Students develop relationship building, problem identification, and data gathering skills, which are used with all levels of client systems. Interviewing and written documentation skills are developed through in-class interviews, role-plays, and written assignments. Special attention is given to ethical practice and issues of diversity. 3 semester hours: (3 semester hours).

Required Textbook(s):

Johnson, L.C. & Yanca, S.J. (2009). 10 Ed. Social work practice: A generalist approach.

Publisher: Pearson

ISBN Number: 020575516X

Recommended Reading(s):

None

Student Learning Outcomes:

1. Students will be able to collect data, perform assessments, and develop planning skills.
2. Focus on strengths, capacities and resources of client systems in generalist practice.
3. Know appropriate helping relationships with clients systems, including communication skills.
4. Be aware of personal values and how they affect practice, services, and clients in generalist practice.

SCANS Skills:

N/A

Lectures & Discussions:

Week 1

Unit I

Review of Syllabus and Assignments, Introductions and Get acquainted

Overview of the helping process

- A. Introduction to the Generalist problem Solving Method
- B. Define the Social Work Generalist

Week 2

Unit II.

Social Work Values and Ethics/NASW CODE OF ETHICS

- A. Commitment to the primary importance of the individual in society
- B. Commitment to social change, to meet socially recognized needs
- C. Commitment to a high standard of personal and professional conduct

Week 3

Unit III. Communication process

- A. Verbal channel
- B. Non-verbal channel
- C. Differences in communication styles across cultural groups

Week 4

Unit IV. Relationship building

- A. The significance of relationship building across voluntary, involuntary, and non-voluntary client systems and across diverse clients groups, including ethnic groups, women, children and the aged, gay and lesbian clients, and persons with severe and persistent mental illness.
- B. The role of environment/setting on rapport

Week 5

Unit V. Interviewing skills

- A. Empathy
- B. Authenticity
- C. Attending
- D. Exploring
- E. Focusing skills

Week 6 Continue until V.

In-class role playing

Week 7

Unit VI. Cross-cultural interviewing

- A. The effects of race, class, ethnicity, and gender on relationship building
- B. The effects of race, class, ethnicity, and gender on the application of interviewing skill

Week 8

Unit VII. Application of Interviewing skills

- A. Individuals
- B. Small groups
- C. Families

- D. Organizations
 - E. Communities
- Review for Mid-term

Week 9

Mid-term Exam

Week 10

Unit VIII. Generalist approaches to data gathering in large systems

- A. Data gathering in organizations
- B. Date gathering in communities

Week 11 Continue Unit VIII

Week 12 Cultural Project Presentations

Week 13 Cultural Project Presentations

Week 14

Unit IX. Written communication skills

- A. Report writing, APA style
- B. Case recording avoiding bias and stereotyping

Week 15 Continue Unit IX

Review for final

Week 16 Final Exam

Evaluation/Grading Policy:

Assignment #1	100 points
Assignment #2	100 points
Cultural Project/Interview	100 points
Mid-Term/Final Examination	200 points
TOTAL	500 points

Grading and evaluation--In general, a course grade of a "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in the case of both outstanding efforts and quality in the required products.

The grades will be awarded on the following basis:

- A = 90% to 100% of possible points
- B = 80% to 89% of possible points
- C = 70% to 79% of possible points
- D = 60% to 69% of possible points
- F = 59% and below of possible points

Tests/Exams:

There will be two tests (100 points each). Everyone must take the final exam. Exams will consist of multiple choice, matching or definitions, and short essay questions.

Make-up examinations, as a rule, will not be permitted, unless the student's absence is excused in advance.

A grade of incomplete ("X") will not be given unless the student contacts the instructor to make special arrangements for making up required work. Only emergency situation that prohibit the student from completing the course as planned will warrant consideration of the grade of "X".

Mid-term: March 19th

Final: May 2nd

Assignments:

All written assignments should be typed (12-point font), double-spaced, with one inch margins, a title page and stapled. Students are encouraged to submit written work that has been spell-checked and is free of grammatical errors. Students are expected to use APA style when citing reference materials. Students are advised that points will be deducted if these criteria are not met.

Assignment #1: Conduct an intake interview with an individual. Write a multi-dimensional assessment prioritizing the client's problem based on an outline provided by the text. Due date **April 2nd**

Assignment #2:

Write a treatment and intervention plan that includes information about development, community contingencies, family relationships, and other factors that relate to the individual client. Include a measurement plan for evaluating the effectiveness of the intervention. Write a termination plan and measurement of success. Due date **April 30th**

Group Cultural Project/Interview: Each group will chose a diverse/ethnic group to study and present in class. Students will follow the schema provided in the text. Presentations scheduled during week 12 and 13.

Other Course Requirements:

N/A

Student Responsibilities/Expectations:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students who are tardy to class will be counted as absent unless they notify the instructor otherwise. NTCC policy regarding attendance will be upheld. Students are allowed two absences (excused or unexcused) without any penalty. Ten (10) points will be deducted for additional absences, beginning with the third absence. If a student misses more than three classes, he/she should drop or withdraw from the class until such a time that consistent attendance is

possible. Students will "university approved" absences will be allowed to make up any missed work, but will still have the aforementioned points deducted (due to an inability to "participate" in classes from which the student is absent). Students are asked to turn off their cell phones and any other electronic devices during class.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Katherine Belew, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at 903-434-8218. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website - Special Populations.

Family Educational Rights And Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Other Course Policies:

Students are asked to turn off their cell phones and any other electronic devices during class.