THE UNIVERSITY OF ALABAMA AT BIRMINGHAM
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF SOCIAL WORK

COURSE SYLLABUS

SW 322 SOCIAL WORK PRACTICE I

INSTRUCTOR INFORMATION

Instructor: D. Scott Batey, PhD, MSW, LCSW, PIP
Title: Assistant Professor
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UAB E-Mail: dsbatey@uab.edu
Phone: (205)996-7984
Office Hours and Location: Mondays, 1:00 p.m.-4:00 p.m.; HB 302F

DEPARTMENT OF SOCIAL WORK’S MISSION STATEMENT

The mission of the Bachelor of Social Work (BSW) program is to prepare students for entry-level generalist practice with diverse populations in an increasingly complex and interconnected world, emphasizing social and economic justice for populations at risk. The program encourages social work career development through affiliation with professional organizations, pursuit of graduate education, and involvement in continuing education. The program is accredited by the Council on Social Work Education (CSWE).

PROGRAM GOALS

The UAB Department of Social Work has developed the following goals that are derived from our mission. These goals reflect the values, ethics, and knowledge base of the social work profession and are linked to the purposes of the Educational Policy, Section 1.1.

1. To enhance communities by graduating entry-level professional social workers who are competent to provide generalist practice services to individuals, families, groups, communities and organizations within the world with emphasis on at-risk populations.
2. To prepare students to pursue and excel in further social work education and life-long learning.
3. To prepare students to apply research knowledge and policy to guide and evaluate generalist practice.
4. To promote faculty scholarship, research, service, and participation in the policy process to enhance social functioning and well-being for populations at risk.

CORE COMPETENCIES
The Council on Social Work Education (CSWE) mandates that each accredited undergraduate social work program address competencies and behavioral outcomes as outlined by the CSWE’s Educational Policy and Accreditation Standards. These competencies and outcomes are available on the CSWE’s website at: http://www.cswe.org/Accreditation/2008EPASDescription.aspx. The competencies and outcomes describe how an undergraduate social work curriculum should help students develop knowledge, skills, and values related to the social work profession.

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

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

- advocate for client access to the services of social work
- practice personal reflection and self-correction to assure continual professional development
- attend to professional roles and boundaries
- demonstrate professional demeanor in behavior, appearance, and communication
- engage in career-long learning
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work principles to guide professional practice.

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

- recognize and manage personal values in a way that allows professional values to guide practice
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, the international Federation of Social Workers/International Association of Schools of Social Work, Statement of Principles
- tolerate ambiguity in resolving ethical conflicts
- apply strategies of ethical reasoning to arrive at principled decisions.

Education 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
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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
- view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

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

- understand the forms and mechanisms of oppression and discrimination
- advocate for human rights and social and economic justice
- engage in practices that advance social and economic justice

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

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

- use practice experience to inform scientific inquiry
- use research evidence to inform practice

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

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

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- critique and apply knowledge to understand person and environment
Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social 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
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of services

Education 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
- develop a mutually agreed-on focus of work and desired outcomes

Educational Policy 2.2.10(b)—Assessment

Social workers:
- collect, organize, and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives
- 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
- facilitate transitions and endings

Educational Policy 2.2.20(d)—Evaluation
Social workers:
- critically analyze, monitor, and evaluate interventions.

COURSE DESCRIPTION

The primary goal of this course is to introduce students to social work’s helping process that facilitates change and improves social functioning. More specifically, students will study the structure and skills of conducting an interview and the collaborative problem-solving process. Accordingly, students will have the opportunity to learn about and to practice various interviewing skills and communication methods such as session contracting, exploring sensitive subjects, and conflict resolution/mediation. Other areas of emphasis are empathetic responding, active listening, reflecting feelings and content, and observing nonverbal communication. This course will concentrate on assessment skills at the micro-level. Integral to the course goal is a focus on self-awareness and the professional use of self needed to build an interpersonal helping relationship. Therefore, students will examine ways in which their own personal values as well as characteristics (e.g., age, gender, ethnicity) and perceptions (e.g., belief in client autonomy, non-judgmentalism, body language) may influence their communication with others. Emphasis will also be placed on documentation (narratives, comprehensive assessments) and the importance that accurate and timely documentation plays in our work with clients. Ethics and Civic Responsibility are significant components of this course (QEP).

CREDIT 4 hours

COURSE OBJECTIVES

Upon completion of this course, students are expected to:

1. Have an understanding of the relationship between the ecosystem perspective, and the helping process.
2. Have a working knowledge of the Strengths Perspective in regards to Generalist Practice.
3. Have a working knowledge base of Social Work values and ethics in relation to Social Work practice as articulated in the NASW Code of Ethics.
4. Demonstrate the ability to utilize interviewing and problem solving skills in relation to client assessment and interventions.
5. Recognize the importance of one’s own level of self-awareness in the helping process.
6. Understand the importance of recognizing and respecting client diversity.
7. Be able to integrate knowledge from the other curriculum and the liberal arts base in our value based generalist approach to practice.
8. Develop multi-level interventions framed by the ecosystem perspective, primary concentration on micro level intervention.
9. Utilize critical thinking skills to sort through ethical dilemmas.
10. Be familiar with the importance of accurate and professional documentation.
11. To familiarize students with community resources and how to create an individual service plan.
12. Be familiar with Social Work issues and the role of the Profession in regards to a Global context.
13. Establish a presence in our urban community through participation in volunteer service.

**RELATIONSHIP TO SOCIAL WORK CURRICULUM**

This course is one of two required practice courses in the core social work curriculum, meeting the social work competencies and practice behaviors that are necessary for generalist social work practice with individuals and families. The course emphasizes ecosystems theory and strengths perspectives to examine individuals and families and gives students the opportunity to discuss and practice necessary skills for social work. In addition, the course is designed to acquaint students with the many theories and skills needed to practice with individuals and families. Throughout this course, there will be an emphasis on vulnerable populations, the oppressed, discriminated against, and the poor and how state and national policies affect individuals and families.

This course is built on prior exploration of topics in social welfare and policy, research, human behavior, and related elective subjects. This course concludes junior and/or senior social work students’ application of the generalist approach to, or model of, social work practice. This course is a pre-requisite for SW 422.

**COURSE MATRIX**

- 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 profession judgments.
- 2.1.4 Engage diversity and differences in practice.
- 2.1.7 Apply knowledge of human behavior and the social environment.
- 2.1.9 Respond to contexts that shape practice
- 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

<table>
<thead>
<tr>
<th>COMPETENCIES AND PRACTICE BEHAVIORS</th>
<th>Course Objectives</th>
<th>Course Content/ Assignment</th>
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</thead>
<tbody>
<tr>
<td>1. Identify as a professional social worker and conduct oneself accordingly</td>
<td>X</td>
<td>X</td>
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<tr>
<td>• Advocate for client access to the services of social work</td>
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<td>X</td>
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<td><strong>Attend to professional roles and boundaries</strong></td>
<td>X</td>
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<td><strong>Demonstrate professional demeanor in behavior, appearance and communication</strong></td>
<td>X</td>
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<td><strong>Use supervision and consultation</strong></td>
<td>X</td>
<td></td>
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<td><strong>2. Apply social work ethical principles to guide professional practice</strong></td>
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<td><strong>Recognize and manage personal values in a way that allows professional values to guide practice</strong></td>
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<td><strong>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</strong></td>
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<td><strong>4. Engage diversity and difference in practice</strong></td>
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<td>X</td>
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<td><strong>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</strong></td>
<td>X</td>
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</table>
- Substantively and effectively prepared for action with individuals, families, groups, organizations and communities
  X
- Use empathy and other interpersonal skills
  X
- Develop a mutually agreed-on focus of work and desired outcomes
  X

**b. Assessment**
- Collect, organize and interpret client data
  X
- Assess client strengths and limitations
  X
- Develop mutually agreed-on intervention goals and objectives with clients
  X
- Select appropriate intervention strategies
  X

**c. Intervention**
- Initiate actions to achieve organizational and community goals
  X
- Implement preventions/interventions that enhance client capabilities
  X
- Help clients resolve problems
  X
- Negotiate, mediate, and advocate for clients
  X
- Facilitate transitions and endings
  X

**d. Evaluation**
- Critically analyze, monitor and evaluation interventions
  X

**TEXTBOOK(S)**

Required Textbooks:

Suggested Reference:

DROP/ADD

This course follows UAB policy concerning drop/add and will adhere to the university date (7 business days after the first day of classes) being the last date to drop/add a course. Students registering late (after the first class meeting and until the last day of drop/add) will be able to make up all class items that have been missed. The last day to withdraw from this course with a grade of “W” is in 9 weeks from the first day of classes.

COMMUNICATION

_UAB email_ - All students were required to obtain and use the UAB e-mail address that is automatically assigned to them as UAB students. All official correspondence will be sent ONLY to the @uab.edu address. All students are responsible for ensuring that the correct e-mail address is listed in Canvas by the beginning of Week 1. E-mail is the only way the Course Instructor can, at least initially, communicate with you. It is your responsibility to make sure a valid email address is provided. Failure on your part to do so can result in you missing important information that could affect your grade.

ONLINE POLICY FOR COURSES WITHIN THE UAB COLLEGE OF ARTS AND SCIENCES

All courses at the UAB College of Arts and Sciences utilize the Canvas learning environment for online activities. Courses can be accessed via BlazerNET or http://uab.instructure.com. In every online course, students should read all information presented in Canvas and check for updates at least once a day.

TECHNOLOGY REQUIREMENTS

In order to be successful in a social work course at UAB, students need reliable technology. Students are responsible for ensuring that their computer is setup properly _before_ the start of their online class. Students must have:

- A UAB e-mail account that you can access on a daily basis.
- E-mail software capable of sending and receiving attached files.
- A personal computer with the ability to install new software (administrator rights), running at least Windows 7 or Mac OS 10.7, capable of running the current version of popular web browsers (Firefox, Chrome, Safari, IE). Students who use older browser versions may have compatibility problems with Canvas.
- Microsoft Word
- Up-to-date virus protection software, installed and active, to prevent the spread of viruses via the Internet and email.
- Other required software (all free downloads): Adobe Flash Player, Adobe Reader, Java, iTunes (or some other media player such as RealPlayer).
- Specialized classes may require the installation of additional software. If needed, these requirements will be explained by your instructor.
- A high-speed Internet connection (cable modem, DSL, etc.): This is an online class. Students must have access to a working computer and reliable access to the Internet. Not having a computer, computer problems, computer crashes,
loss of Internet and/or lose of electricity are not acceptable excuses for late work, incomplete work or a request for an assignment deadline extension. Students are expected to have a back-up plan in case any of these occur.

TECHNICAL SUPPORT INFORMATION

If technical problems are experienced, students should immediately contact Canvas support by clicking “Help” in the upper-right corner of the browser when logged into Canvas. Support is available 24/7/365 via a toll-free number (855-778-9969) or chat. If a technical issue arises when submitting any graded assignment or test, students must immediately contact Canvas support as well the instructor. If Canvas support is not contacted at the exact time of the issue, students will not be allowed to re-submit assignments or re-take tests. Note: Permission to re-take tests or re-submit assignments will be granted at the instructor’s discretion. Students who are unable to login to Canvas or have problems with their UAB email account, should contact the AskIT help desk by calling 205-996-5555.

ACCESSIBILITY

Any student with a disability that may need accommodations in order to successfully complete all requirements of this course should contact the Office of Disability Support Services. Their offices are located at 1701 9th Avenue South, and can be reached by phone (205-934-4205) or email (dss@uab.edu). UAB DSS is responsible for registering students and ensuring the University’s compliance with Section 504 of the Rehabilitation Act and the American with Disabilities Act. Once registered, this office will then inform faculty members of all courses in which the student is enrolled of any accommodations required. Students requiring such accommodation should discuss this with the course instructor and ensure that the appropriate correspondence is sent from the Office of Disability Support Services.

SITE MAP (OR WHERE TO FIND THINGS IN CANVAS)

Please review the following information to help you find the location of course materials in Canvas.

- Announcements (mid-left menu) – This is the location for announcements from the Course Instructor. Please check this location daily.
- Assignments (mid-left menu) – This section includes access to all assignments for the course. This is where you will submit all of your written work.
- Discussions (mid-left menu) – In this section you will find the general Discussion Questions (DQs), Cyber Cafe and other discussions
- Grades (mid-left menu) – This is where you can view the gradebook.
- Inbox (upper-right menu) – This is where you can read and send any direct messages relating to Canvas courses.
- Modules (mid-left menu) – This is the location for the learning modules. Learning modules contain all materials linked with the tasks outlined in the syllabus. Assignments, exams and content will be located here.
- People (mid-left menu) – This section includes a list of individuals enrolled in the course.
- Quizzes (mid-left menu) – This section includes access to all quizzes for the course.
• Syllabus (mid-left menu) – The Course Syllabus for this course can be found in this location as well as the Class Schedule, Classroom Policies and other important information. Contact information and an introduction to the Course Instructor can be found here. This is the location for links to the UAB Library, APA, and other helpful links.

STUDENT EXPECTATION/RESPONSIBILITIES STATEMENT:

• The Course Syllabus (which includes the Classroom Policies and Class Schedule) provides information that students must comply. An excuse of “not knowing” information covered in the syllabus is not an acceptable excuse for mistakes in this class.
• Students are expected to participate in the online elements of this course. Students can access this course through Canvas at http://www.uab.edu/online/canvas.
• Students are expected to participate in scheduled assignments and learning activities. Completion of scheduled assignments will be used to monitor participation in the course. A student cannot receive credit for this course if s/he does not complete assignments or respond to e-mail requests from the Course Instructor in a timely manner. Regular communication with the Course Instructor is expected.
• Students are expected to submit all assignments to the Course Instructor in Canvas per the due dates and in their respective locations under the Assignments button. Assignments are not accepted in e-mail.
• Students are expected to submit completed assignments. Incomplete assignments will be subject to deduction in points.
• If extenuating circumstances (such as hospitalization or other serious events) prevent the student from completing the assignment by the deadline, the student is required to e-mail the Course Instructor before the deadline on the assignment to discuss alternatives. If this communication does not occur, 10% of the total points available for that assignment will be deducted daily from the assignment until the student turns the assignment in. No assignment will be accepted after the last day of class.
• Students are expected to check their UAB e-mail daily and respond within 48 hours.
• All students are required to obtain and use the UAB e-mail address that is automatically assigned to them as UAB students. All official correspondence (including bills, statements, e-mails from Course Instructors and grades, etc.) will be sent ONLY to the @UAB.edu address. If you do not have an e-mail account, please contact Office of Academic Computing and Technology at 934-7065.
• All students are responsible for ensuring that the correct UAB e-mail address is listed in Canvas by the beginning of Week 1 as well as to ensure that their UAB e-mail account is in proper working order during the entire time they are enrolled at UAB. E-mail is the only way the Course Instructor can, at least initially, communicate with students. It is the student’s responsibility to make sure a valid e-mail address is provided. Failure on the student’s part to do so can result in the student missing important information that could affect their grade. Students are responsible for the information that is sent to their UAB e-mail account. The Course Instructor will not accept e-mails sent from e-mails accounts than other UAB.
• Students are expected to follow the instructions for each assignment. Instructions for each assignment can be found in Canvas and the course syllabus “assignment” section.
• A deduction in points will be applied to submitted assignments which do not comply with the instructions.
• Students are expected to devote an average of 8 to 12 hours per week outside of class time to the assignments, readings, and projects associated with this class.
• Students are expected to have a back-up plan in the event their computer has operational problems, there is loss of electricity, or there is loss of Internet access. These are not an excuse for late or incomplete submission of assignments nor are they acceptable reasons for an assignment deadline extension. Most public libraries, school libraries, university libraries, etc. have computers with Internet access and are available for use by the public.

• Students are expected to submit correct, complete assignments. Once an assignment is submitted, it will be graded as is. Therefore, students are expected to triple-check an assignment before submitting it. When a student submits an assignment, s/he is confirming it is complete, the correct assignment and correctly located. Therefore, the student must submit only completely completed assignments.

• The student is expected to use the UAB e-mail for one-on-one instructor-student conferencing or to set up an appointment with the instructor.

• If a student realizes they submitted an assignment by mistake, they must e-mail the Course Instructor prior to the deadline for the assignment AND prior to the assignment being graded and ask that it be deleted. If both requirements are not met, the assignment will be graded as submitted.

• Students in this class will be expected to:
  o Speak and write Standard English
  o Work cooperatively with others
  o Possess independent reading and study skills at the university level
  o Possess basic computer skills
  o Possess the appropriate computer software and hardware necessary for successful participation in the class.

• Students are expected to participate in this course by following the Course Syllabus, Class Schedule, and any additional information provided by the Course Instructor.

• Students are expected to remain in regular contact with the Course Instructor via Canvas and UAB e-mail as well as through participation in the Discussion Board and submitting of assignments, all in a timely fashion. The Course Instructor will communicate on the Canvas Announcement page, Discussion Board, and/or via UAB e-mail.

• Because instructional materials on the course website may be copyrighted, students may not download materials from the site to their desktops, laptops, or PDAs, or alter or distribute any materials on the course site, unless clearly directed to do so.

ACADEMIC MISCONDUCT

UAB Faculty expects all members of its academic community to function according to the highest ethical and professional standards. Academic dishonesty and misconduct includes, but is not limited to, acts of abetting, cheating, plagiarism, fabrication, and misrepresentation. Candidates are expected to honor the UAB Academic Code of Conduct as detailed in the most current UAB Undergraduate Catalog (http://catalog.uab.edu/undergraduate/). Please consult this resource for additional information regarding the specific procedures to be undertaken when a student violates the UAB Academic Code of Conduct.

• ABETTING is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.
CHEATING is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.

PLAGIARISM means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sourced, or copying another person's ideas.

FABRICATION means presenting falsified data, citations, or quotations as genuine.

MISREPRESENTATION is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.

TURNITIN

UAB reserves the right to use electronic means to detect and help prevent plagiarism. By enrolling at UAB, students agree to have course documents submitted to www.Turnitin.com or other means of electronic verification. All materials submitted to Turnitin.com will become source documents in Turnitin.com’s restricted access database, solely for the purpose of detecting plagiarism in such documents. Students may be required by instructors to individually submit course documents electronically to Turnitin.com.

EARLY ALERT SYSTEM (EAS)

The EAS is designed to help students be more successful academically at UAB. If you receive an e-mail with EAS in the title, please open it, read it, and take advantage of the support that UAB offers to all students. UAB is committed to ensuring that students receive academic support and that students are aware of the resources available that will assist them in successfully completing their degree program.

LIBRARY SUPPORT

The Libraries at UAB provide access to materials and services that support the academic programs. The address of the UAB Library Website is http://www.mhsli.uab.edu. This site provides access to the resources of all Campus and Regional Libraries, as well as to resources such as the Library’s Catalog and Databases.

WEATHER OR OTHER EMERGENCIES

During any actual emergency or severe weather situation, this site www.uab.edu/emergency will be the official source of UAB information. In addition, the UAB Emergency Management Team will use B-ALERT, the university’s emergency notification system, to communicate through voice calls, SMS text messages and e-mails to the entire campus all at the same time. B-ALERT also integrates with Facebook and Twitter. To register for B-ALERT or update your existing information in the system, go to www.uab.edu/balert. All registration is connected to your BlazerID.
REASONABLE ACCOMMODATIONS

If you are registered with Disability Support Services (DSS), please make an appointment with your instructor to discuss accommodations that may be necessary. If you have a disability but have not contacted DSS, please call 934-4205 or visit DSS at the 9th Avenue Office Building, 1701 9th Avenue, South. Students with disabilities must be registered with DSS and provide an accommodation request letter before receiving accommodations in this class. How to Register for DSS Support Services: Contact DSS at (205) 934-4205 (voice) or (205) 934-4248 (TDD), or visit 9th Ave. Office Building 1701 9th Ave. South. After DSS receives your completed documentation, you will meet individually with a member of the staff to discuss your accommodations. It is best to register with DSS when you apply to UAB. For more information about Disability Support Services, please feel free to contact the office directly or visit their website (http://www.uab.edu/dss) for more information.

COURSE CONTENT AND SCHEDULE CHANGE

The Course Schedule reflects expected class progress in course subject matter and is considered tentative. The Course Schedule is subject to change in content and scope at the Course Instructor’s discretion.

NON-HARASSMENT, HOSTILE WORK/CLASS ENVIRONMENT

The UAB College of Arts and Sciences expects students to treat fellow students, their Course Instructors, other UAB faculty, and staff as adults and with respect. No form of hostile environment or harassment will be tolerated by any student or employee.

COURSE REQUIREMENTS/DETAILS

A. Classroom Expectations / Non-Academic Student Conduct Policy

The Non-Academic Student Conduct Policy requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Non-Academic Student Conduct policy. Disruptive/obstructive behavior is not limited to and may include the following: Physical abuse, verbal abuse, threats, stalking, intimidation, harassment, hazing, possession of controlled substances, and/or possession of alcoholic beverages. The Non-Academic Student Conduct Policy (http://www.uab.edu/students/services/advocacy-rights-and-conduct/student-conduct) will be followed in the event of non-academic misconduct. Please review this policy as you will be expected to participate within it.

Please turn mobile phones and pagers off or to a non-audible mode during class. Use of any tobacco product is not permissible in the classroom. Professional behavior is expected, especially courtesy and respect. Food and drink are restricted in classrooms with technology equipment.

B. Attendance Policy
Attendance is expected in accordance with University policy. You are expected to be in attendance for all scheduled classes unless there is a valid reason for an absence. **For this course, absences are not categorized as excused or unexcused.** Certainly, there are times when a student must miss a class session due to religious holiday, documented serious illness, or other circumstances beyond the student’s control. For this reason, you are allotted a certain number of absences that you can take before receiving penalty. Since there are 13 class sessions throughout the semester, one absence roughly equates to missing over 10% of class lecture, experiential learning, or other session content. Therefore, for every absence after the first one (regardless of excused or unexcused), your Class Participation grade will be deducted 10%.

Students are required to be punctual for each class. Each time students present to class after roll call, a one-point deduction will be taken from their final course grade. Students who leave the class before it is adjourned may also be subject to penalty. More than 15 minutes late for class will result in an absence.

C. Religious Holidays
Please alert me to any absences you may accrue resulting from observance of religious holidays.

D. Writing Standards
See P.O.W.E.R. UP for Better Writing (Appendix 1) for guidance on planning and completing written assignments. Additionally, students may refer to the very helpful and accurate Purdue On-line Writing Lab (OWL) for APA samples ([http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)). Additionally, I highly recommend to you the University Writing Center. The UWC is located in Sterne Library 175 with office hours that vary by semester. For more information, visit their website at: [http://www.uab.edu/writingcenter/](http://www.uab.edu/writingcenter/).

E. Copyright Issues
Materials presented digitally may be subject to copyright protection. Please use them in accordance with good judgment and within legal and ethical guidelines.

F. Grading Scale
The following grading scale will be used to determine grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

G. Participation Policy
All students enrolled in this course are expected to submit assignments on time and participate in discussion groups. Class Participation constitutes 10% of your final course grade and consists of classroom attendance, timely presentation for class, and active participation in classroom discussion. Additionally, timely completion of discussion board posts may be used in the evaluation of students’ Class Participation grade.

H. Course Expectations
- The Course Syllabus serves as a contract by which the student must comply. An excuse of “not knowing” information covered in these documents is not an acceptable excuse for mistakes in this class.
Students are expected to participate in scheduled assignments and learning activities. Completion of scheduled assignments will be used to monitor participation in the course. A student cannot receive credit for this course if s/he does not complete assignments or respond to e-mail requests from the Course Instructor in a timely manner.

Students are expected to submit all assignments to the Course Instructor as per direction provided in the classroom. Paper copies of assignments are not accepted.

Students are expected to submit completed assignments. Incomplete assignments will be subject to deduction in points. NOTE: Electronic classroom platforms may not allow a student to return to an assignment once it is submitted. Therefore, the student must submit only completely completed assignments.

If extenuating circumstances (such as hospitalization or other serious events) prevent the student from completing the assignment by the deadline, the student is required to e-mail the Course Instructor before the deadline on the assignment to discuss alternatives. If this communication does not occur, one (1) point/day tardy will be deducted or the score of 0 for those assignments which are not accepted after their deadline. No assignment will be accepted after 10 days past the established submission deadline. Additionally, no assignment will be accepted after the last day of class.

Students are expected to check their UAB e-mail daily and respond within 48 hours (M-F).

Students are expected to follow the instructions for each assignment. Instructions for each assignment can be found in the Course Syllabus and Class Schedule. A deduction in points will be applied to submitted assignments which do not comply with the instructions.

Students are expected to have a back-up plan in the event their computer has operational problems, there is loss of electricity, or there is loss of Internet access. These are not excuses for late or incomplete submission of assignments, nor are they acceptable reasons for an assignment deadline extension. Most public libraries, school libraries, university libraries, etc., have computers with Internet access and are available for use by the public.

Students are expected to participate in this course by following the Course Syllabus, Class Schedule, and any additional information provided by the Course Instructor.

Students are expected to remain in regular contact with the Course Instructor via UAB e-mail and/or any on-line platform as well as through participation in Discussion Boards and submitting of assignments, all in a timely fashion. The Course Instructor will also communicate through these options.

If a student realizes they submitted an assignment by mistake, they must e-mail the Course Instructor prior to the deadline for the assignment AND prior to the assignment being graded and ask that it be deleted. If both requirements are not met, the assignment will be graded as submitted.

Students are expected to review their grades and comments on graded assignments. Whenever possible, assignments are graded within one week of the due date. It is the student’s responsibility to review grades and e-mail the Course Instructor with any concerns.

Students in this class will be expected to:
✓ Speak and write Standard English
✓ Work cooperatively with others
✓ Possess independent reading and study skills at the upper university level
✓ Possess basic computer skills
✓ Possess the appropriate computer software and hardware necessary for successful participation in the class.
• Because instructional materials on the course website may be copyrighted, students may not download materials on the site to their desktops, laptops, or PDAs, or alter or distribute any materials on the course site, unless clearly directed to do so.

I. Class Format
A variety of instructional methods will be used in this course. Among these are lectures, videos and use of contemporary media, experiential exercises, and role playing. In addition, students will engage in self-critique, as well as critique of one another in the areas of skills, values, and knowledge. Throughout the semester, students will complete a variety of assessment instruments. These will be used for student self-learning. The instructor will make a continuous effort, throughout the semester, to assist students in appreciating and understanding the unique and varied perspectives of the recipients of social work services.

J. Assignment and Course Grading
1. Assignments
All assignments must be submitted by 11:59 p.m. on the date due. As a rule, no papers or assignments will be accepted late. Only those assignments pre-discussed with the instructor will be accepted late without penalty. In all situations, arrangements must be made with the instructor in advance.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Module 1 Quiz</td>
<td>10%</td>
<td>9/4/15</td>
</tr>
<tr>
<td>First Interview Audio-recording</td>
<td>15%</td>
<td>10/16/15</td>
</tr>
<tr>
<td>Biopsychosocial Assessment File</td>
<td>25%</td>
<td>11/6/15</td>
</tr>
<tr>
<td>Community Resource Directory</td>
<td>15%</td>
<td>12/4/15</td>
</tr>
<tr>
<td>Social Work Micro-Level Service Learning</td>
<td>20%</td>
<td>12/4/15</td>
</tr>
<tr>
<td>Service Learning Reflection Journals</td>
<td>5%</td>
<td>Varies</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2. Brief Assignment/Grading Overview:
These are brief explanations of each assignment. A more detailed handout and explanation of each assignment may be provided later in the semester.

a. Learning Module 1 Quiz (10%)
Early in the semester, students’ basic knowledge of the foundational ethics and values necessary for helping individuals and families will be evaluated. Additionally, students will complete this baseline quiz to assess knowledge of the theoretical frameworks that shape contemporary case management, namely the interactional approach, strengths-based practice, and the ecological model. The role of culture and diversity among client populations and in the work environment will be highlighted, as well. The quiz is an open-book, open-notes exercise, but it must be completed independently and in a single sitting. Additionally, students will have a limited amount of time to complete the quiz, but the time will be adequate for students who have remained current on reading assignments to date.

b. First Interview Audio-recording (15%)
In preparation for completing the Biopsychosocial Assessment assignment, students will conduct a “First Interview” with a volunteer pseudo client. This interview will be audio-recorded and submitted on the due date for evaluation. You may use a number of very adequate digital recording devices to complete this assignment, including your smartphones. The audio file should be saved and submitted through
Many of the skills required of social workers conducting first interviews will be discussed as we move through the course curriculum. For specific expectations for this assignment, you will reference Summers Chapter 15. A grading rubric will be shared during the semester.

c. **Biopsychosocial Assessment File (25% of course grade)**

Building on the audio-recorded First Interview assignment, each student will participate in and complete a Biopsychosocial Assessment (i.e., with a peer who is having relationship problems, student who is struggling, family member who is stressed, person/family who is homeless, person who is abusing or addicted to drugs, family who has been impacted by joblessness/foreclosure, etc.). Ultimately, students will use Summers Appendix B as a template for creating a Biopsychosocial Assessment File/Chart on the client that will include a strengths-based assessment, needs assessment, in addition to a case plan that includes the identification of an overall goal, and at least three objectives under each goal with steps to achieve each objective. You must find—via agency or individually—someone to interview and assess. This assignment will allow each student the opportunity to begin utilizing some of his/her interviewing skills, assessment skills, and intervention skills at the micro level. The Biopsychosocial Assessment File should be submitted in a bound folder/notebook and submitted in hard copy on or prior to the due date.

d. **Community Resource Directory (15% of course grade)**

As a final step in the initial assessment process, students will be required to develop an individualized Community Resource Directory, specifically addressing the needs identified by the client during the biopsychosocial. For example, if your client identifies joblessness as their presenting issue, the Community Resource Directory should focus on community agencies that assist with employment and other joblessness issues. Each individualized Community Resource Directory should include no less than 10 resources. Each resource should include the agency name, a contact person (by name or position), street and/or mailing address, telephone number, fax number, e-mail address, website, a list of services provided, a narrative of eligibility to receive services, and procedures for an initial approach to the agency (such as via an external social work referral, walk-in, scheduled appointments, etc.). The Community Resource Directory should be submitted on or before the due date in Canvas.

e. **Social Work Micro-Level Service Learning Assignments (25% of course grade)**

1) **The Laboratory Experience: Service Learning (20%)**

In order to meet the 4-hour credit requirements of this course, students are expected to modify their schedules so they can complete 32 hours of service learning. All students will complete their service learning hours at the United Way of Central Alabama’s 211 program (http://www.211connectsalabama.org/). A portion of your service learning hours will be completed through formalized volunteer training specific to the 211 program. The 211 program will have service opportunities at various hours.

Early in the semester, the instructor and students will discuss options for satisfactorily completing the service learning. Service learning will begin no
earlier than September 14th, and all 32 hours must be completed by December 4th.

If students have scheduling conflicts due to other classes, jobs, or family responsibilities and cannot make the commitment to complete the 32 hours of service learning, they should not take this course until they can make the required commitment for the laboratory experience. Under no circumstances will partial credit be awarded for failure to complete the required 32 hours of service learning.

Students spend 32 hours in observation in blocks of time not less than 2 hours and no more than 4 hours. Travel time to and from the United Way of Central Alabama is not to be included in the hour count.

Roles and responsibilities for students completed service learning with the 211 program will be explained in the early part of the semester. Students are covered with student professional liability insurance through UAB.

Should issues or concerns arise at the observation site, students and field hosts should immediately make contact with the SW 322 Instructor, Dr. Scott Batey, at 996-7984 or dsbatey@uab.edu.

2) Service Learning Reflection Journals (5%)

Students will create two journal entries during their service learning assignment (Appendix 2). These entries are recordings of students’ reflections on their service learning assignment and how the assignment integrates content covered during class lectures and activities. The journal should also describe the process of completing any specific volunteer projects which are part of the field observation.

The journal entries are to be submitted to the course instructor after completion of at least 16 hours of service learning; thus, two journal entries should be submitted. Students will complete the journal electronically on the journal master copy to record journal entries.

f. Class Participation (25% of course grade)

This portion of your grade will be determined by your actual participation in class discussions, completion of Discussion Board posts, and completion of other in-class assignments. Since you cannot participate in class if you are not present, absences and tardiness will also impact your Class Participation Grade. You may be given homework assignments that will constitute a major portion of this part of your grade. Other assignments may also be assigned throughout the semester which will factor into your Class Participation Grade (e.g., weekly reading assignments, etc.).

The class may be given the opportunity for extra credit throughout the course of the semester. If extra credit work is allowed, all students will be given the same opportunities.

SESSIONS, READINGS, AND TOPICS
The following outline is provided as a guide, however variations may occur. Class content and reading content may not always be congruent for the same class, although effort is made to assure that this is so. Reading was distributed throughout the semester in such a manner so as to try and “even-out” the workload from week to week. Usually, lectures and class activities will be intended as supplemental to the reading. This means that it is assumed you will complete the reading and will bring any questions or concerns to class assertively (in other words, request the opportunity to ask questions, if necessary). **Lack of discussion of reading in class does not mean it is not important.** Class time will supplement the knowledge accumulated through reading, and class content will not and is not intended to replace the knowledge you gain through reading.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Reading(s)/Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>These are readings and assignments that should be completed before the corresponding class session and date OR by the standard weekly submission deadline (Friday at 11:59 p.m.).</strong></td>
</tr>
<tr>
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<tr>
<td><strong>Learning Module 1: A Model of the Helping Process</strong></td>
<td></td>
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</tr>
</tbody>
</table>
| 1    | 8/24 | • Syllabus Review  
• An Interactional Approach to Helping
• Ethics and Other Professional Responsibilities for Human Service Workers | [ ] Shulman, Chapter 1  
[ ] Summers, Chapter 1 |
| 2    | 8/31 | • Oppression Psychology, Resilience, and Social Work Practice  
• Case Management: Definition and Responsibilities  
• Applying the Ecological Model: A Theoretical Foundation for Human Services | [ ] Shulman, Chapter 2  
[ ] Summers, Chapters 2 & 3  
[ ] **Learning Module 1 Quiz DUE** |
| **Learning Module 2: Social Work with Individuals** | | | |
| 3    | 9/7  | **Labor Day Holiday – No Class!** | |
| 4    | 9/14 | • The Preliminary Phase of Work  
• Identifying Good Responses and Poor Responses  
• Listening and Responding  
• Asking Questions  
• Bringing Up Difficult Issues  
• Addressing and Disarming Anger | [ ] Shulman, Chapter 3  
[ ] Summers, Chapters 7, 8, 9, 10, & 11  
[ ] **Begin Clocked Hours at Service Learning Site** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Reading(s)/Assignment(s)</th>
</tr>
</thead>
</table>
| 5    | 9/21  | • The First Interview  
• Beginnings and the Contracting Skills  
• Social Histories and Assessment Forms  |
|      |       |                                               | [ ] Summers, Chapters 15 & 16  
[ ] Shulman, Chapter 4                                                                   |
| 6    | 9/28  | • Skills in the Work Phase  
• Using the DSM  
• The Mental Status Examination  |
|      |       |                                               | [ ] Shulman, Chapter 5  
[ ] Summers, Chapters 17 & 18                                                              |
| 7    | 10/5  | • Receiving and Releasing Information  
• Guest Speaker, Mr. Rick Walton  |
|      |       |                                               | [ ] Summers, Chapters 13 & 19                                                              |

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Reading(s)/Assignment(s)</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>These are readings and assignments that should be completed before the corresponding class session and date OR by the standard weekly submission deadline (Friday at 11:59 p.m.).</td>
</tr>
</tbody>
</table>
| 8    | 10/12 | • Putting It All Together  
• Guest Speaker, Mr. Rick Walton  |
|      |       |                                               | [ ] First Interview Audio-recordings DUE  
[ ] First Service Learning Journal DUE                                                     |
| 9    | 10/19 | • Observation Role Play                      |
| 10   | 10/26 | • Developing a Service Plan at the Case Management Unit  |
|      |       |                                               | [ ] Summers, Chapter 21                                                                   |
| 11   | 11/2  | • Endings and Transitions  
• Terminating the Case  |
|      |       |                                               | [ ] Shulman, Chapter 6  
[ ] Summers, Chapter 27  
[ ] Biopsychosocial Assessment DUE                                                        |
| 12   | 11/9  | • The Preliminary and Beginning Phases in Family Practice  |
|      |       |                                               | [ ] Shulman, Chapter 7                                                                   |
| 13   | 11/16 | • The Middle and Ending Phases in Family Practice  |
|      |       |                                               | [ ] Shulman, Chapter 8                                                                   |
| 14   | 11/23 |                                               | **Fall Break – No Class!**                                                                |
| 15   | 11/30 | • Variation in Family Practice  |
|      |       |                                               | [ ] Shulman, Chapter 9  
[ ] Community Resource Directory DUE  
[ ] Second Service Learning Journal DUE  
[ ] 32 Service Learning Hours Complete!                                                  |
Appendix 1: P.O.W.E.R. UP FOR BETTER WRITING

Professional writing is a reflection on you, your clients and the social work profession.

Writing should be approached as a process. After selecting the topic, you need to consider five basic activities:

- Pre-planning and organizing; be sure to check course syllabus for due date to insure that all steps below can be followed so you can complete your assignment at least 48 hours before due date/time.
- Writing the draft
- Proofing (looking for errors) and rewriting
- Editing (elaborate and enhance the content) and rewriting
- Writing the final draft

**P.O.W.E.R. UP**

**P** Plan the paper; use your course syllabus for specifics

**O** Organize the ideas and elaborations

**W** Write the draft

**E** Edit the draft: look for errors; go back to your syllabus to be sure you have done what you need to receive minimum points; if you want a grade higher than “C” your work must exceed minimum standards.

**R** Revise the paper and enhance; check syllabus standards again

COURSE SYLLABUS

SOCIAL WORK 322: SOCIAL WORK PRACTICE I

Appendix 2: Service Learning/Field Observation Journal

Student’s Name: _______________________ Date of Journal Entry: ________

Briefly describe the activities in which you participated or the tasks you completed during this 16-hour segment:

Reflection of personal experiences – feelings, thoughts, reactions:

Issues and questions pertaining to service learning site experience:

Reflection of experience in relation to materials covered in class: