

Seton Hall University
Department of Sociology, Anthropology and Social Work
Social Work Program
Course Syllabus – Fall 2011
SOWK 4911 Social Work Theory and Practice I

Instructor:

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Office hours:

Tuesday 11:00 – 12:45 (must end at 12:45); 4:00-5:00 (must end at 5:00);
also after class.

Wednesday and other days and times by appointment

Thursday 11:00 – 12:45; 2:30-4:00 PM

Additional office hours will be scheduled and posted in consideration of the first week of school and also during registration period. Caution: I very strongly suggest that you meet with me the first week of school (before drop/add is over) and bring a copy of your audit sheet/student profile and graduation plan (what you are going to take when); we don't want any surprises so please check that you are on schedule before meeting with me. I cannot help with any catastrophes in March. Even if I review your materials, it is still you who are primarily responsible for your education and educational requirements. I will be forwarding a copy of the Social Work Program Handbook 2011-2012 to assist you in this review. This Handbook should contain no new information to you, based on previous information distributed and the careful, individual advisement you have received to date. Nevertheless, this Handbook may be useful in the event of any potential misperceptions.

Best to review this syllabus carefully and a good idea to print it; bring it to class; use it as preparation for respective class meetings; and to serve as feedback regarding being on schedule regarding, and achieving, specific course objectives. There will be a confidential evaluation of this instructor/course at the mid-term such as to gain feedback so as to improve the course in addition to a department course/instructor evaluation and the University electronic evaluation system at the conclusion of the course.

At the end of the spring 2011 semester, you were required to complete a case study and submit it to Prof. Arancibia. We use this case study to assess student progress. As will be explained subsequently, you will be asked to complete this same case study at the end of this semester and the following semester; obviously to demonstrate greatly enhanced knowledge, understanding, and competency. The protocol for submission of this material will be discussed in class and announced on Blackboard.

General Orientation to this Course:

This syllabus is also being distributed to your field instructor such that you may receive consultation in meeting the objectives of this course and its inherent integration with requirements explicated in *The Field Education Manual*.

First, as you will see as you read further and, of course, as the semester progresses, this course requires a very substantial amount of learning effort. Keep in mind that you will be eligible for licensure as a Certified Social Worker in New Jersey at the end of your baccalaureate studies and subsequently begin your employment career as a generalist social worker and we all have an ethical responsibility to assure the competencies required for this license and its concomitant responsibility to clients, colleagues, the general public, and the profession. In addition, and depending upon other variables such as gpa, your BSW may make you eligible for advanced standing in graduate schools of social work, thus making it additionally imperative for all of us – you and I – to assure that you are competent at the BSW generalist level of practice. This practice course introduces new as well as builds on competencies you have gained elsewhere in the social work curriculum.

I consider it a privilege to serve as the instructor for this course and promise to work as hard as I can to assure your learning and competency.

This course, in conjunction with the subsequent course, Theory and Methods II, focuses on generalist social work practice theories and methods that are explicated below in terms of various objectives and learning assignments that are designed to assure competency. It uses field experiences, both in class discussions and in written assignments, to enhance and illustrate comprehension of theory and research as integral to practice. In 2006, The Association of Baccalaureate Program Directors (www.bpdonline.org) defined generalist social work practice as follows:

“Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.”

Thus, this course is an integral part of a total curriculum that is designed to have graduates who are competent, generalist practitioners. This course (with a micro focus), and the second part (with a macro focus), Theory and Methods II, are designed to be significantly integrated with the signature pedagogy of our program, field learning. This course and the spring course are specifically designed to provide additional theoretical

bases you will be using in conjunction with your practice learning experiences in field. While it is impossible to know what each and every student is doing in terms of their unique field situation, the Field Education Manual guides the learning in field and this course is designed to “fit” this model. Professor Arancibia and I have worked collaboratively on this co-requisite sequence.

ACADEMIC INTEGRITY

Exams and papers are expected to represent the student’s own work. Information, ideas, and so forth which are attributable to others require documentation as such. In the event a student is unsure about documentation, please see the instructor at least several days prior to submission. Any exam or paper which misrepresents the work of others as the student’s own will be counted as zero in the computation of the student’s final grade. There may be additional sanctions for breaches of academic integrity.

POLICY ON SPECIAL CONDITIONS AND ACCOMMODATIONS

DSS Syllabus Statement

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by email at DSS@shu.edu.

The Social Work Program enthusiastically supports the intent and mandate of legislation/policy providing optimal learning environments for all students, faculty, and all who are involved, directly and indirectly, with us.

Course Description:

The course uses lecture, discussion, assigned readings, student selected readings, assignments, audio-visual materials, technology, and anything humanly possible as instructional tactics to help students achieve the specific goals of this course as noted below. The tactical strategies for achieving the goals of the Social Work Program involve competency driven, objectives based education with continuous evaluation and concomitant continuous quality improvement. Learning is outcome based on evidence as indicated by requirements noted below. Students are expected to participate enthusiastically in this course.

Please note that this is a theory and practice methods course. That is, your internship experiences are to be considered preparation for beginning level generalist practice and experiences are to be reflected in assignments as a “laboratory” from which theoretical and methodological competencies are to be reflected and integrated in this theory and practice course. We are primarily interested in knowledge, understanding, and application of theories and methods in this course. In other words, the instructor is not interested in you articulating endless details that show that you are understanding agency operations or about specific clients (that is to be reflected in your process recordings in the co-requisite internship). You are to present sufficient factual information, being careful of confidentiality, to then articulate your understanding and emerging skill and competency in the respective units of this course.

Required Reading (texts, ordered on time and are expected to be available at college bookstore; I will check that these books are in stock prior to the beginning of the semester and take any warranted action such as to assure that you can get them). Also, please note that these books will also be used in the Theory and Practice II course; I am aware of expense issues, but must concentrate on your education. You will need the editions of these books as they are presented below.

Beebe, L. (1993). *Professional writing for the human services*. Washington D.C.: NASW Press. ISBN# 0-87101-199-9.

Please note that the above book will be used in a tutorial which Prof. Heer has volunteered to conduct on two separate occasions (to be announced and posted on Blackboard) so as to fit the schedule of respective students. This book should guide all of your writing in this course and in everything pertaining to social work. If you are a social worker, you must and will write like one and this is very strongly reinforced in this course. We will use the formats presented in this book for all assignments, both in the narrative of the text of the assignment and on the Works Cited page. I will edit, as necessary, the first one or two assignments as an instructional tool (I know this can be complicated; albeit it takes work on your behalf) and return these to you in a timely manner. Subsequent submissions will be penalized by at least one full grade for non-compliance with professional social work writing. I need to concentrate on your competency based learning and application of theory to practice and application of practice to theory and not over-focus on writing skills in terms of social work style.

Johnson, L.C. & Yanca, S.J. (2010). *Social work practice: A generalist approach (10th ed.)*. Boston: Pearson and Allyn and Bacon. ISBN# -13:978-0-205-75516-5

Marsiglia, F.F. & Kulis, S. (2009). *Culturally grounded social work: Diversity, oppression, and change*. Chicago: Lyceum. ISBN# 978-0-925065-73-5

Saleebey, D. (2009). *The strengths perspective in social work practice (5th ed.)*. Boston: Pearson and Allyn and Bacon. ISBN# 13:978-0-205-62441-6

York, R.O. (2009). *Evaluating human services: A practical approach for the human service professional*. Boston: Pearson and Allyn and Bacon. ISBN# 0-205-50346-2

The following will be distributed in class. The Program has specifically purchased these for distribution to students:

National Association of Social Workers (2008). *Code of ethics*. Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly).

National Association of Social Workers (2007). *Indicators for the achievement of the NASW standards for cultural competence in social work practice*.

Yikes! This is quite a large amount of required books will also be used in T and P II; (2) the BSW virtually amounts to the first year of graduate school, and even if one is not planning on pursuing this, we must still prepare you; you must have competency in the topics in these books to be a practicing social worker. These books have been carefully selected with regard to their applicability to social work competencies and are each written by specialists, as contrasted with a more general book which attempts to cover all practice competencies. We are attempting to get these books in our department reserve (in the conference room for two hour use and no photocopying). In addition, there is now a rather large and impressive array of reference materials in our reserve materials in the conference room. You are to use specific content that you deem important in terms of your respective assignment submissions from these books, as well as other valid, reliable source material. I have deliberately ordered books that focus specifically on competency issues, rather than one or two texts that attempt to cover everything and note that they do insofar as accreditation requirements. These books above are solid, focused, and specific to those competencies needed to be developed. – save them as we have advised you previously to save all of your social work and cognate course books and other instructional materials.

We have significant readings regarding all aspects of this course in the program which we can loan to you briefly for use in our conference room. As but a few examples, we have several copies of *The Encyclopedia of Social Work*, *Social Work Speaks (2009-2012)*, *The DSM IV TR*, *The Person in Environment Scale*, *The Social Work Dictionary (all the preceding are the most current editions)*, numerous books on diversity and cultural competency, and many other sources. Also, as a member of NASW you will be receiving the journal *Social Work* and may find that the social work publications can aid you, not only in the knowledge and understanding they present, but in terms of how these are written. You will also find that our library has extensive access to a large number of

scholarly, refereed journals and government publications, in addition to hard copies of source materials on shelves. During the spring of 2011 you were invited to a special tutorial on use of the library to secure scholarly materials using the extensive data bases available, to reinforce instruction you received earlier in your academic career. If you did not attend this tutorial, please meet with me if you need assistance, however any consultation with me about citations for an assignment will not be addressed any closer than one week before the respective assignment is due.

Course Objectives:

This senior level theory and methods course, in conjunction with Theory and Practice II, incorporates specific competency requirements presented subsequently. Specifically, however, there is significant emphasis on those competencies most related to interventions, particularly on the micro level.

For students to further comprehend the problem solving method (engagement, relationship building, assessment, planning, intervention, evaluation, termination), particularly as these apply to beginning level generalist practice;

For students to further comprehend the strengths that people bring to the helping process, using systems theory and an ecological approach to practice;

For students to further comprehend evaluation of the helping process using single subject/system design (this in terms of client progress as well as the students own emerging competency); and to further comprehend the nature and need for supervision; this will include both outcome and process evaluation;

For students to further comprehend the values and ethical imperatives of social work practice, particularly as these relate to cultural competency and social justice.

These objectives will be met, and demonstrated, by means of assignments and class presentations/discussions explicated below, which are sub-divided into respective competencies, albeit recognizing that these competencies are in many ways inter-related such as to assure total competency such that the whole exceeds the sum of its parts. Despite the fact that competencies are “broken down” into specific assignments in this course and the subsequent course, SOWK 4912, all are designed, in conjunction with our entire curriculum to assure EPAS 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.

Evidence of Learning:

Learning Outcomes and Means of Assessment:

There are four basic, albeit comprehensive, course objectives presented above, and assignments below use these objectives as part of multiple competency requirements. There will be four learning outcome papers which, in conjunction with class participation, is evidence of your learning and emerging competency, in conjunction with class participation. The assignments presented below explicate the minimum learning outcomes for this course. Each assignment will entail submission of a WORD document attachment to an email sent to richard.blake@shu.edu Do not use Blackboard email because it often doesn't move attachments; "drop box" and Vista systems are also likely to be problematic; use straight email with WORD attachment, preferable WORD 2007. I communicate significantly using email and Blackboard; hence use your shu email. For each assignment, have a first page that indicates the document as follows: last name, first name, assignment 1, 2 and so forth and give the assignment itself a specific title of your choosing on the document itself. For example, if I were submitting the first assignment, I would entitle the WORD attachment as Blakerichardassignment1. Again, you must title the attached document as per the above or it will be returned and graded as late. I do this so that filing of your work is orderly. This system allows for me to keep records easily and to return materials, with substantial educational comments, easily. Any submission that doesn't title the attachment as per the above (for example, just titling the attachment "assignment 1" will be returned immediately due to the number of students I teach. Everyone has assignment 1, 2...so please title the attachment as per the above. On the actual document, give the assignment a title (that helps ground your thinking) and try as best as you can to use sub-headings such that your paper is not "run-on". (We will go over this in tutorials and on the return of submissions; you can see in any social work publication that articles are written using sub-headings for different parts of a presentation). You will get better at this over time and I will help you.

At the beginning of the semester we will "test" that submissions and returns are operational. Assignments that are submitted that do not follow the above title for the WORD document attachment will be returned, ungraded, not commented upon, and considered not submitted. Over the first week, submit an attachment that is titled with your last name followed by the word test. Then just type something like "hello" on the actual document. I will use "track changes" and make a comment and return this to you. This way we are assured that the system is working and that you are comfortable with it.

All due dates are by a Sunday evening 6 PM, as noted below and your material will be returned to you electronically in time for any discussion or questions the following Tuesday, hence the 6PM deadline. Your material may be returned with a comment such as "please bring up in class". This is not designed to focus on a specific student, but rather, that something has been presented by a student that applies to everyone. I apologize, but your submission will have comments marked in red, or in some instances, blue. It will be returned to you as: last name, first name, assignment 1 (2, 3...) ret. So if I were returning the first assignment to myself it would come as Blakerichardassignment1ret. Also, after ret, I will indicate the letter grade when I return

the assignment as an attachment. Thus a returned document might be titled Blakerichardassignment1retA.

For each assignment, in addition to information contained in the required readings which should be cited, and class discussion, include citations from at least (this is the minimum and these will be examined in terms of appropriateness and usage) four outside sources, in addition to the assigned reading(s) and these may include books and other sources that you have used in previous courses. Keep in mind that the department has a rather thorough body of reserve readings. Reference materials, as per social work program policy, must be either government documents, texts, or refereed scholarship that has been officially published. Use a refereed journal article search engine; not an immediate Google or similar reference. Prof. Heer will go over this with you, as will I, and we expect that you have used the extensive access to scholarly and government publications available electronically through the library site. Feel very free to include reference material from other courses that you have taken at SHU, particularly social work courses and the cognate courses we require. We have much reference material on reserve. Wikipedia, and similarly, is not acceptable by me as a scholarly source, although I am aware this is debatable in some professional circles. The NASW version of APA citation style should be used, both in the body of the paper and on the works cited page (I know I am repeating!). Number all pages. Also, where a video, or portion thereof, has been used for instructional purposes, assignments must reflect and specifically note how the video illustrates the respective learning outcome.

Unless you are citing a specific government publication, do not indicate where an article was retrieved from. That is like telling me which library you went to. The author(s) article, journal and so forth are all that is necessary. Avoid .com cites since these tend greatly to not be valid, reliable, peer reviewed, or scholarly. However, as Simon and Garfunkle once sang “the words of the prophets are written on the subway wall-tenement halls” in the interest of open discussion you could use a non-refereed, .com citation in the interests of free speech and open mindedness, however these will not count towards the requisite number of citations and you should be extremely careful of these sites; some can be dangerously incorrect or worse.

Each assignment is to be written in the first person; we are concerned about you and your learning.

With regard to the readings, which are extensive, cull what you think is important out of these. This is not an exercise in finding things in the book in rote compliance with the respective assignment, but rather, using the book(s), in conjunction with all your other educational experiences, to learn and show evidence of learning. You will note that we are not proceeding through the various books in the chapter order in which they are written; we are trying to integrate most of what is written into a learning format to meet course objectives with regard to specific competencies. The instructor recognizes that this can be difficult however, in your practice you will typically not find rote answers (practice *is* critical thinking) to most practice issues in some book so best to learn this way. Also keep in mind that wherever various “steps” are presented, in practice reality, these tend to be fluid; of course, depending upon the purpose of the respective agency,

your role, how the professional relationship develops, and the presenting problem(s)/issue(s) of client(s).

A schedule of due dates for these written assignments, respective content requirements, based on class discussions and readings, is reported below.

Please note: each assignment is worth 25% of the final course grade; each will be graded based on comprehensiveness, timeliness, and thoughtfulness in conjunction with respective readings. You will note that this adds to 100% of the course grade, however, the instructor reserves the right to reduce a student's grade for inadequate attendance, preparation for class, informed participation, and lateness of assignments. Also, although the case study that we use to measure learning over time is submitted confidentially, we have a control such that any student who doesn't submit the case study or who submits an inadequate presentation to Prof. Arancibia will be given a grade of F for the course (this can be changed but is necessary because we will be beyond the time limit for submission of a grade of INC.) The student will be asked to meet with Prof. Arancibia and I before the beginning of the spring semester in an effort to assure that each student is making sufficient progress and, perhaps, advising the student into another major from which he or she can graduate on time (we don't want to do this!) This course requires active learning. Your written assignments and class participation are the evidence of learning upon which your course grade is based. Also note that grading rigor is incremental; you are expected to get better and better with each assignment. Your assignments will receive extensive comments from me which are designed to reinforce learning and also to help you improve your subsequent submission. Don't be surprised if your assignment is returned to you filled with comments in red; you may still have earned an A. My comments are instructional. Your assignments should not amateurishly contain excessive quotes but paraphrase where appropriate. You are expected to devote significant effort into securing appropriate source material and appropriately documenting it.

With regard to all assignments, use the utmost care with regard to confidentiality of all persons referred to (no one by name). Violations of confidentiality will initially result in grade reduction because this has been stressed repeatedly and assertively throughout the curriculum; repetitive violations will indicate not understanding confidentiality and will require consultation with the instructor. Use initials of clients and identify colleagues at the agency and others by role.

Each assignment requires research in the form of outside literature review. This is designed to meet EPAS 2008: 2.1.6 – Engage in research-informed practice and practice informed research. This is in addition to subsequently noted competencies.

Unit I. The problem-solving method:

Readings:

Johnson, chapters 7, 8, 9, 10, and 12.

York, chapter 3.

You should be noting that the assignments and competencies they relate to are in line with field learning expectations as well. The purpose is for you to integrate theory and practice. Illustrate each competency with your experiences and reinforce wherever you can, what research and the literature has to say about something.

Assignment 1: Using approximately eight pages to ten pages, present how the problem solving method applies to your learning at your agency. Be careful of confidentiality. For any item or issue to which you haven't been exposed at your agency, hypothesize how the above might apply. **Due by, preferably before, 6PM, October 16.** For all that follows, present what you and the agency do and note what the literature says about this.

This assignment is designed to meet and should reflect (not in any particular rank order; they are all important):

EPAS 2008 Standard 2.1.10(a) - Engagement – preparing for action, using empathy, developing a mutually agreed-on focus of work and desired outcomes (we will be referring to this latter point as the planning stage).

2.1.10(b) - Assessment – collecting, organizing, and interpreting client data; assessing client strengths (more on this later) and limitations; developing mutually agreed-on intervention goals and objectives (we will be referring to this latter point as the **planning** stage).

2.1.10(c) - Intervention – initiating actions to achieve organizational goals; implementing prevention interventions that enhance client capacities; helping clients resolve problems; negotiating, mediating, and advocating for clients; and facilitating transitions and endings (we will be referring to this latter point as **termination**).

2.1.10(d) - Evaluation (much more on this later in course): critically analyzing, monitoring, and evaluating interventions.

2.1.7 – Apply knowledge of human behavior and the social environment. Are you using a conceptual framework (we emphasize an ecological approach, reinforced in Behavior and Environments) to guide the above? Are you learning to apply knowledge to understand the person in her/his multiple environments (more on this later).

With regard to the problem solving method presented above, discuss how you are learning to do this in terms of the following:

2.1.3 Apply critical thinking to inform and communicate professional judgments. How do you critically think; how does the agency reinforce critical thinking. How do you distinguish, appraise, and integrate multiple sources of knowledge, including research -based knowledge (your citations!), and practice wisdom

(what we convey to you in class and from your field instructor and colleagues about how things work and why).

2.1.2 Apply social work ethical principles to guide professional practice. (more on this later), but for now, how are the ethics and values of the profession incorporated into the above.

2.1.1 Identify as a professional social worker and conduct oneself accordingly. Do you advocate? Do you attend to professional roles and boundaries and use personal reflection and self-correction? Are you demonstrating professional demeanor in behavior, appearance, and communication? Are you using supervision and consultation and developing a penchant for career-long learning?

2.1.6 – Engage in research-informed practice and practice-informed research. Are you using your practice experiences to inform scientific learning (in other words, are you learning that there is a lot to learn); are you using research evidence (the course and the readings and your citations) in field?

Unit II. A strengths perspective, an ecological approach, and systems theory.

Readings:

Johnson, chapters 1 and 6.

Saleeby, chapters 1, 2, 3, 5, 6 pp. 109-110 and 118-119, 8 pp. 147-148, 11, 12, and 15. (also any particular other chapters that focus on the type(s) of clients you are learning to serve.)

Assignment #2: Using approximately six to eight pages, present how a strengths perspective, an ecological approach, and systems theory apply to your learning/practice experiences at your agency. Be careful of confidentiality. **Due: November 6.** This assignment is designed to meet and should reflect (not in any particular rank order; they are all important):

With regard to the strengths perspective, use the competencies noted above and present: **2.1.10 (b). Assessment; and 2.1.10 (c). Intervention** using as many of the sub-categories as possible but write solely on the strengths that the client/client system has and how you are considering and using strengths as contrasted with “only” problem-solving. Please note that while strengths are included in the first assignment, this assignment builds upon this and focuses most heavily on the strengths people and their environments have.

2.1.7 – Apply knowledge of human behavior and the social environment. How are using conceptual frameworks to guide the processes of assessment, intervention, and evaluation? How are you critiquing and applying knowledge to understand person and environment. (Note: you should find your notes, readings, and assignments from course SOWK 3511 Behavior and Environments particularly helpful in the aspect of the assignment).

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. For this aspect of the assignment, **systems theory and an ecological approach**, present how various systems and subsystems affect, positively and negatively the well-being of the client/client system. You are to explain systems theory, ecology, and then apply what these mean in terms of the respective client. At times, students present portions of this assignment graphically with explanation.

2.1.4 – Engage diversity and difference in practice. In an effort to help you understand and be competent in using a strengths perspective, diversity and human difference can create systematic conditions of oppression and marginalization as well as enhance privilege and power; understanding diversity can help you gain enhanced and sufficient self-awareness such as to eliminate personal bias and values and focus on the importance of difference in shaping life experiences. How might systems theory show diversity in terms of shaping life experiences and how does focusing, in a self-aware manner, on diversity help you gain competence in using a strengths perspective?

Unit III. Evidence-based practice: evaluation, single subject/system design, and worker self-evaluation.

Readings:

Johnson, chapter 12, pp. 281-293

York, chapters 3 (again), 6, 8, 10, 12, 13, and 15

Assignment #3: Using approximately five to six pages, present your ideas about how to evaluate your (client's) progress toward resolving the problem/issue. Quantitative and qualitative information are each acceptable and both are preferable if possible. Evaluate yourself in terms of the helping process with the client. Explicate how supervision is a necessary part of the process, particularly for students and novice practitioners. What evaluative system(s) are used at your internship, including supervision, and what are the implications of this. Due: **November 27**.

This assignment is designed to meet and should reflect:

EPAS 2008 2.1.6-Engage in research informed practice and practice-informed research. Based on scientific inquiry you will be exposed to in field, and elsewhere, you will further learn to use research evidence to inform your practice and this will take the form of literature review concerning single-subject, as well as qualitative research designs, and formulate a single subject design, with explanation, for a client/client system. Please note that this and what follows is developed further in courses in the spring semester, specifically SOWK 4912 and SOWK 5111.

EPAS 2008 2.1.10(c). You will demonstrate beginning level ability to critically analyze, monitor, and evaluate interventions.

EPAS 2008 2.1.1. You will further develop capacities for personal reflection and self correction as you learn to analyze, monitor, and evaluate. You will use supervision and consultation to assist in this process

Unit IV. Cultural Competency, values, ethical imperatives, diversity, social justice/injustice.

Readings:

Johnson, Chapter 3 noting any specific population you are learning to serve as well as diversity competence in general practice.

Marsiglia, chapters 1, 2, 10, 11, 12 plus any chapter(s) that relate to a client or clients you serve in terms of the various categories of diversity presented by the authors

NASW Code of Ethics (go to the NASW website, www.socialworkers.org, under Member Services and obtain the Code of Ethics. You will need your membership number and password. Please print and bring to class.

National Association of Social Workers (2007), *Indicators for the achievement of the NASW standards for cultural competence in social work practice*. Handout in class early in semester. Please note that we have been trying to secure this brochure for some time and have limited copies available in the program. NASW Press informs us repeatedly that it will take some time for this to become available. In the event we cannot distribute, the actual copy, we will make alternative arrangements, in compliance with copyright laws.

Assignment #4: Using approximately six to eight pages, explicate how values, ethical imperatives, and respect and understanding of diversity, including implications pertinent to social injustice apply to your practice/learning. Include specific information on what you need to be culturally competent, why, and how this applies to your agency. **Due:**

December 11. On the date of the final examination, one week after the last class considering any University “reading day” which will then result in our last meeting being December 20, we will have extensive discussion of this topic, a summary overview, housekeeping, completion of evaluations, and the future. Attendance on the 20th is mandatory.

This assignment is designed to meet and should reflect (not in any particular rank order):

EPAS 2008 2.1.2 – Apply social work ethical principles to guide professional practice. You should demonstrate that you are learning to recognize and manage your personal values in a way that allows professional values to guide practice and make ethical decisions guided by The NASW Code of Ethics. You are encouraged to discuss any ambiguities you recognize that result in ethical conflicts and learn how to resolve these using strategies of ethical reasoning such that you arrive at principled decisions.

EPAS 2008 2.1.4 – Engage diversity and difference in practice. Client’s (and we) come from multiple intersections of an array of factors. You are expected to recognize the extent to which a culture’s structures and values (careful of stereotyping/generalization) may oppress, marginalize, alienate, or create or enhance privilege and power. You should show sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (such as an individual client/client system you are working with) so as to illustrate your emerging competency. Explicate how you recognize and communicate your understanding of the importance of difference in shaping life experiences and view your beginning field experience as a learner and consider those you are serving as informants.

EPAS 2.1.7 – Apply knowledge of human behavior and the social environment. Present how you are learning that a culture(s) that a client comes from can help guide you through the processes of engagement, assessment, planning, intervention, and evaluation. Show how you understand the person (client/client system) in terms of their environment and how this environment includes issues of culture and diversity and difference.

EPAS 2008 2.1.5 – Advance human rights and economic justice. Although this course focuses on micro intervention, explain how a client’s cultural structure and values may have contributed to he or she becoming a client, considering the effects of oppression, marginalization, and alienation that is systematic in our larger culture.

EPAS 2008 2.1.9 – Respond to contexts that shape practice. Although this course focuses on micro practice, describe and analyze the context (location, physical layout, and other variables in your agency that can be conceptualized as the context for practice and thus affect aspects of the helping process.

Final Comments:

Again, thank you for the privilege of teaching this course and being part of your professional development.

We will focus on “best practices” in the spring semester. But for now, focus on best practices immediately. Remember that the requirements above are the minimum (although can still earn an A); however, anything and everything you do and write in this course should represent your best work in every way: effort, comprehensiveness, clarity, rigor, grammar, citations, following directions, putting yourself wholeheartedly into the assignments, and similarly.