

<b>UNIVERSITY OF NEVADA, LAS VEGAS</b>	<b>School of Social Work</b>
<b>Intro to Professional Practice</b>	<b>Spring-2016</b>
<b>Tuesdays 11:30 AM – 2:15 PM</b>	<b>Room: GUA 3217</b>

Instructor	
Office Hours	Office: GUA ____, Monday and Wednesday 2-5 and by appointment
Phone	702-895-____
email	

**SEQUENCE RATIONALE**

The Council on Social Work Education (CSWE) has determined that field education is the signature pedagogy for social work education. SW 411, Introduction to Professional Practice, builds on the knowledge students have gained through general education courses as well as the Social Work Pre-Professional Program and supporting courses such as Biology, Women’s Studies, Ethnic Studies, Sociology and Anthropology, etc. and is intended to prepare BSW students to enter field. This educational knowledge provides students with the ability to understand issues regarding human development, gender, diversity, policy and other social needs for beginning generalist practice.

**COURSE RATIONALE**

As an introductory course, the purpose of this seminar is to guide the social work student in building a conceptual and functional foundation for continued preparation and training in the field of social work. The student is expected to gain a fundamental understanding of the role of the social worker in the context of the agency setting.

**COURSE DESCRIPTION**

Introduction to Professional Practice is designed to provide the student with the basic constructs, structure and functions of a human or social service organization. The student is expected to have had volunteer experience that has exposed him or her to various aspects of the da-today activities of an agency and how it provides services to its designated client population. The focus of this course is preparation for the field practicum. The core of this course is developing your professional self with attention to social work values, ethics, cultural competency, and generalist proficiency.

**COURSE PREREQUISITES**

Admission to the BSW program

**COURSE COMPETENCIES**

The competencies of Intro to Professional Practice flow from the mission, goals, and objectives of the program and reflect the standards of the Council on Social Work Education (CSWE) - Educational Policy and Accreditation Standards (EPAS). In field, course competencies place an emphasis on critical thinking, professional  
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mentoring, and respect for human diversity. The seminar discussions and course assignments will allow students the opportunity to achieve the following objectives:

1. Demonstrate Ethical and Professional Behavior.

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

2. Engage diversity and difference in practice.

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

3. Advance human rights and social, economic and environmental justice.

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

4. Engage In Practice-informed Research and Research-informed Practice

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

5. Engage in policy practice.

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6. Engage with Individuals, Families, Groups, Organizations, and Communities
  - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
  - use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
  
7. Assess Individuals, Families, Groups, Organizations, and Communities.
  - collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
  - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
  - develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
  - select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
  
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
  - critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
  - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
  - use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
  - negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
  - facilitate effective transitions and endings that advance mutually agreed-on goals.
  
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
  - select and use appropriate methods for evaluation of outcomes;
  - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
  - critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
  - apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## **COURSE REQUIREMENTS AND GENERAL OUTCOMES**

Requirements for successful completion of the course include the following:

### **1. Seminar Attendance and Participation (10 points)**

Regular attendance and participation is mandatory. Students are expected to:

- attend all in-person classes in their entirety
- Actively participate in class discussions, exercises, activities and assignments.

The evaluation of the “class attendance and participation” portion of the grade will be based on a combination of the student’s participation in in-class (to include assigned readings) and between class activities, and the submission of written assignments as directed by the instructor. ASSIGNED READINGS SHOULD BE INCORPORATED INTO WRITING ASSIGNMENTS. Full credit will NOT be given for late assignments.

It is the student’s responsibility to sign the attendance sheet at each class session. Other students are not permitted to sign your name. Credit will be given for those days in which the student’s name appears on the attendance sheet. Credit will **not** be given those students who forget to sign the attendance sheet. ABSOLUTELY NO EXCEPTIONS. Students with **more than two (2) unexcused absences** will receive a failing grade for the course. **It is the student’s responsibility to notify the instructor of religious holidays or any other planned events that may interfere with the completion of class tasks as early in the semester as possible.**

**NOTE:** Texting and the use of cell phones or laptops are not permitted in class without specific consent by instructor. If a student is texting, checking email, etc. during class time, the student will be recorded as absent from class.

#### *General Outcome:*

This course provides students the opportunity to broaden their own experience and knowledge through exposure to the experiences of other students and practitioners in the field. Classes are designed to prepare students for future field practicum experiences.

### **2. Career Exploration Paper (10 points)**

Students will reflect on the following questions in a **2 page** paper (not including cover page, references, etc.). Please use APA format. Please cite scholarly sources to define social work. This paper is intended to be a starting point from which you will thoughtfully consider your fit for social work:

- What is social work?
- Why do you want to be a social worker?
- Why would someone want **you** to help them?
- What area of social work would you like to practice?

#### *General Outcome:*

Students will consider their fit in social work and explore their professional identity as a social worker.

### 3. **Community Activity (15 points) –**

The student will choose one of the following activities:

1. Use public transportation to visit Nevada Division of Welfare and Supportive Services and observe the surroundings outside and inside the agency.
2. Use public transportation for day to complete activities (grocery shopping, paying bills, going to appointments)
3. Student can choose to participate in a social service based community event that must be approved by instructor prior to participation.

Complete a written **2-3 page** reaction paper on activity and provide verification of participation (i.e. bus ticket stub, proof of attendance/certificate, or picture of you at the event sent via email.) Please use APA Format. For the reaction paper, consider and reflect on the following:

- What activity did you choose, and reason for selection. Describe the activity.
- What did you observe? (Where did clients sit, stand, gather? What type of population was served? How did participants interact with others?)
- Were there rules of conduct and communication (either verbal or nonverbal) visibly posted or enforced? Did clients seem to adhere to those rules?
- How did this experience make you feel? Were you comfortable or uncomfortable? Did you contribute? Did you feel accepted or not?
- How were you able to observe the interactions that were taking place and then step back and try to imagine yourself in that situation?

#### *General Outcome:*

Students will critically analyze their experience related to understanding human behavior and person in the environment. Students will recognize the impact oppression, marginalization, alienation, privilege and power on justice and human service delivery. Students will develop an understanding of the different forms of oppression and discrimination and the need to advocate for human rights and social and economic justice. Students' observations and reaction paper will give them the opportunity to engage, assess, intervene, and evaluate individuals, families, groups, organizations, neighborhoods and communities. Students will develop their professional self-identity.

### 4. **Cultural Diversity Paper (20 points) and Presentations**

Student will complete the following activities for their Cultural Diversity Project using APA format:

1. **Personal Essay:**
  - Describe three (3) childhood memories of experiences with family or others that informed you about race, class, and gender. This piece should be written in your own 'voice' **(3 page maximum)**
2. **Personal/Social Identity Chest:**
  - Choose a box for your "culture chest".
  - Place inside, items that represent your membership in three (3) or more social identities (i.e., race, ethnicity, gender, sexual orientation, ability, religion, social class, nationality, age, size, etc.) that are central to your overall personal identity; and that have had a significant influence on how you perceive and behave in the world. These items might include pictures, drawings, words,

- phrases, pieces of art, jewelry, clothing, or anything else that describes aspects of who you are.
- Decorate the outside of the box with images and/or text that represent how **OTHERS** view you and your social identities
- Presentation must be **8-10** minutes long

*General Outcome:*

The Cultural Project will require students to critically apply their personal experiences to understanding human behavior. Students will be able to identify cultural factors that may impact their professional development.

**5. Organizational Culture and Services Paper and Presentation (20 points)**

Select a social work based agency that you either might aspire to work at, would like to complete your practicum at, or where you have volunteered. You will not be able to use the Division of Welfare and Supportive Services. You will need to visit the agency and gather information about the agency to share with the class. This will be a group assignment and is expected to be a collaborative effort. **The agency you choose will have to be approved by instructor no later than October 18, 2016.** Discuss the purpose and mission of your chosen agency. Describe the goals and objectives of the agency. Include the organizational chart for the agency in your paper and please discuss in presentation. Describe the client populations served and the services provided. How does the agency address the needs of underserved/underrepresented populations or otherwise engage in social justice work? How is the agency funded? To date, what are the strengths and weaknesses of the agency according to those you interviewed? What was your overall impression of the organization?

The usually accepted standards of written academic work should be reflected in this paper (i.e., substance, organization, writing skill, clarity, citation, originality). Required length of paper is **6-8 pages** (not including charts, cover page, references, addendums, etc.), (typed, double-spaced, and cite sources). Please use APA format. Oral presentations must be a power point and be **15-20** minutes in length. Please provide handouts about the agency (brochure/pamphlets) for the entire class and instructor. You will need 30 copies. Students must dress in professional attire for presentations.

Research for the paper **must** include a visit to the agency, an interview with at least one administrator and one staff person. You may **not** base your paper solely on pulling information from the agency's website and/or your past experience, or previous guest speakers from any classes.

*General Outcome:*

The exploration of an agency's organizational culture will assist students in developing a connection to a field/area of practice, enhance their identity as a prospective social work professional, and engage them in critical analysis of how the agency addresses the needs of underserved/underrepresented communities.

**6. Final Exam (25 points) TBD**

Comprehensive objective exam that covers all course material/content.

*General Outcome:*

Students will integrate their learnings from the course in this comprehensive exam.

**CRITERIA FOR GRADING**

Evaluation will be based on a variety of criteria designed to allow the student to demonstrate mastery of course objectives. Specific criteria for grading are as follows:

- 1. Class Attendance and Participation: **10 points****
- 2.. Career Exploration Paper: **10 points****
- 3. Community Activity: **15 points****
- 4. Cultural Diversity Project: **20 points****
- 5. Organizational Culture and Services Paper: **20 points****
- 6. Final Exam: **25 points****

**Grading Scale**

A	<b>94-100</b>
A-	<b>90-93</b>
B+	<b>87-89</b>
B	<b>83-86</b>
B-	<b>80-82</b>
C+	<b>77-79</b>
C	<b>73-76</b>
C-	<b>70-72**</b>
D+	<b>67-69</b>
D	<b>63-66</b>
D-	<b>60-62</b>
F	<b>&lt;60</b>

\*\* NOTE: A “c-” or below is equivalent to a “failure to pass” and will require re-enrollment in the class to receive credit. \*\*

**Late Assignment Policy**

You are expected to turn in all assignments on time. Assignments submitted late without prior approval will result in a 10% grade reduction for each day they are late.

## **UNIVERSITY POLICIES**

**ACADEMIC MISCONDUCT**– Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**COPYRIGHT**- The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**DISABILITY RESOURCE CENTER (DRC)**- The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**RELIGIOUS HOLIDAYS POLICY** - Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**TRANSPARENCY IN LEARNING AND TEACHING**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**INCOMPLETE GRADES**- The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**TUTORING and COACHING**- The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV WRITING CENTER**- One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/> .

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

**Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**SCHOOL OF SOCIAL WORK PROFESSIONAL WRITING SKILLS CENTER:** The School of Social Work has developed a writing skills center staffed by Graduate Assistants (GAs). Hours will be posted or may be arranged with the GA. Their office and contact information will be posted at a later time.

**ETHICAL GUIDELINES AND PROFESSIONAL BEHAVIOR-** Professional social work education is an opportunity to learn, practice, and teach the professional principles necessary for ethical social work practice. You are expected to be on time for class, and come prepared to enhance the class discussion. You need to be prepared to engage in respectful and thoughtful discussions in class, deepening and broadening your repertoire of knowledge and skills in the interaction with others with different perspectives. Although our discussions sometimes necessarily involve our own experiences, please remember that the class situation is not a professional setting in regard to confidentiality.

**REQUIRED TEXTBOOKS**

Royce, Dhooper, & Rompf (2012). Field Instruction: A Guide for Social Work Students (6th Ed). Pearson.

**COURSE OUTLINE/SCHEDULE**

Week 1 8/30/16	Introduction /Course Expectations / Review of Syllabus	Discussion of expectations of field work Overview of CSWE 9 Core Competencies
Week 2 9/6/16	Field Instruction and the Social Work Curriculum	Reading: BSW Field Manual on UNLV website Text: Ch. 1
Week 3 9/13/16	Getting acquainted with social service agencies' structure	Reading: Text: Ch. 2
Week 4 9/20/16	Preparing to Choose a Practicum Workshop	Reading: Text: Ch. 3 <b>Due: Career Exploration Paper Sep 20</b>
Week 5 9/27/16	Your Role as a Practicum Student	Reading: Text: Ch. 4 Assignments: Field Interviews Review supervision tools
Week 6 10/4/16	Overview of Agency Practice	Reading: Text: Chapter 5 Site Visit: DWSS 620 Belrose St #101 Las Vegas NV 89107
Week 7 10/11/16	Who are the clients that you will work with in your Practicum?	Reading: Text: Ch. 6 <b>Due: Report on Community Activity October 11</b>

DATE	SEMINAR TOPIC	ACTIVITIES/ASSIGNMENTS DUE
Week 8 10/18/16	Ethical Practice Ethics v. values Ethics v. laws Legal Issues in Social Work Practice.	Reading: NASW Code of Ethics Text Chapter 8 <b>Final Day to have agency approved for Organizational Culture Paper.</b>
Week 9 10/25/16	Cultural Competence	<b>Due: Cultural Diversity Project &amp; Begin Presentations October 25</b>
Week 10 11/1/16	Understanding Social Work Skills in Practice	Reading: Chapter 7 <b>Due: Cultural Diversity Presentations Continued</b>
Week 11 11/8/16	Logistics of the Practicum Experience Guest Speakers	<b>Continue Presentations if needed</b> Reading: Text Chapter 9 Activity: Video of role play and case note Interviews
Week 12 11/15/16	Student Panel Case Notes	<b>Student Panel Guest Speakers</b> Interviews
Week 13 11/22/16	Class Participation	<b>Due: Organizational Culture Paper Nov 22 and Begin Presentations</b>
Week 14 11/29/16	Class Participation	<b>Presentations of Organizational Culture and Services Nov 29</b>
Week 15 12/6/16	Class Review	<b>Finish Organizational Culture Presentations if Needed</b>
Week 16 12/13/16		<b>FINAL EXAM- Date TBD</b>

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