

UNIVERSITY OF NEVADA, LAS VEGAS
School of Social Work
SW 411: Intro to Professional Practice
MASTER SYLLABUS

Instructor:	
Time:	
Class Location:	
Office:	
Phone:	
Canvas:	https://unlv.instructure.com/login/ldap
Email:	

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 day-to-day 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 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 PREREQUISITES

Admission to the BSW program

PROGRAM COMPETENCIES

The program competencies for the BSW program flow from the mission, goals, and objectives of the School of Social Work and reflect the standards of the Council on Social Work Education (CSWE)—Educational Policy and Accreditation Standard Competencies:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice.
- Competency 6: Engage with individuals, families, groups, organizations, and communities.
- Competency 7: Assess individuals, families, groups, organizations, and communities.
- Competency 8: Intervene with individuals, families, groups, organizations, and communities.
- Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

COURSE COMPETENCIES AND PRACTICE BEHAVIORS:

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 mentoring, and respect for human diversity. The seminar discussions and course assignments will allow students the opportunity to achieve the following objectives:

Competency :		
	Practice behaviors:	
	Measurement:	Classroom discussions and Cross-Cultural Development Paper

COURSE REQUIREMENTS

Assignments

Requirements for successful completion of the course include the following:

ASSIGNMENT	Points	Due
<p>Seminar Attendance and Participation 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-class (to include assigned readings) and between class activities, and the submission of written assignments as directed by the instructor. Full credit will NOT be given for late assignments.</p> <p>It is the student's responsibility to sign the attendance sheet at each class session. Other students are not permitted to sign your name. If a student is tardy for class or leaves early, they will not be awarded all of the attendance or participation points for class period. Credit will be given for those days in which the student's name appears on the attendance sheet. Credit will not be given to those students who forget to sign the attendance sheet.</p> <p>ABSOLUTELY NO EXCEPTIONS. Students with more than two (2) unexcused absences will potentially 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.</p> <p>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.</p>	15	

<p><i>General Outcome:</i> 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.</p>		
<p>Community Activity The student will choose one of the following activities:</p> <ol style="list-style-type: none"> 1. Use local Regional Transportation Commission (RTC) to visit Nevada Division of Welfare and Supportive Services and observe the surroundings outside and inside the agency. (Min. 30 minutes) 2. Use local Regional Transportation Commission (RTC) for a day to complete activities (grocery shopping, paying bills, going to appointments) (min. 30 minutes) Student can choose to participate as a volunteer in a social service based community event that must be approved by instructor prior to participation. Student can't volunteer at an agency or event that they have previously volunteered at. (Min. 1 hr.) Complete a written 2-3 page reaction paper on activity and provide verification of participation (bus ticket stub attached to paper or picture of front and back of ticket, sulfide on bus and emailed to professor, or certificate of verification for volunteer event attached to paper). Please use APA Format. For the reaction paper, consider and reflect on the following: <ul style="list-style-type: none"> • What activity did you choose, and reason for selection. Describe the activity. • What did you observe on the bus and at the locations? (Where did clients sit, stand, and gather? What type of population was served? How did participants interact with others?) • What were the rules of conduct and communication (verbal or nonverbal)? Did clients seem to adhere to those rules? How did this experience make you feel? Were you comfortable or uncomfortable? Did you feel accepted or not and why? <p><i>General Outcome:</i> 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</p>	<p>15</p>	
<p>Cultural Diversity Paper and Presentation Student will complete the following activities for their cultural diversity</p>	<p>20</p>	

<p>project using APA format.</p> <p><u>Personal Essay:</u></p> <ul style="list-style-type: none"> • Describe three (3) childhood memories of experiences with family Or others that informed you about race/ethnicity, class, and gender. This piece should be written in your own voice' (3 page maximum). The memories have to pertain to you and not solely based on a family member or friend who might have experienced them. Childhood Age is between 3-12 years old. <p><u>Personal/Social Identity Chest:</u></p> <p>Choose a box/container 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 may include pictures, drawings, words, phrases, pieces of art, jewelry, clothing, or anything else that describes aspects of who you are.</p> <ul style="list-style-type: none"> • Decorate the outside of the box/container with images and/or text that represent how OTHERS or society views you (positively or negatively) and your social identities. (Often stereotypes) • Presentation must be 8-10 minutes long • Student must be dressed in professional attire for presentation • Age can be from childhood until present <p><i>General Outcome:</i></p> <p>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.</p>		
<p>Organizational Culture and Services Paper and Presentation</p> <p>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. The agency can't be a place of current or former employment. 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 _____.</p> <ul style="list-style-type: none"> • 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 	<p>25</p>	

<p>work?</p> <ul style="list-style-type: none"> • 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? <p>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 4-7 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 20-30 minutes in length. Please do not read directly off the power point. Each group must provide handouts about the agency (brochure/pamphlets) for the entire class and instructor. You will need 40 copies. If your agency doesn't provide brochures, the group is responsible for designing their own. Students must dress in professional attire for presentations.</p> <p>Research for the paper must include an entire group visit to the agency and 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. This is a group project which means everyone will receive the same grade. Please work together to accomplish assignment.</p> <p><i>General Outcome:</i> (Competencies 1,2,84) 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.</p>		
<p>Final Exam Comprehensive objective exam that covers all course material/content.</p> <p><i>General Outcome:</i> Students will integrate their learnings from the course in this comprehensive exam.</p>	25	
TOTAL POSSIBLE	100	
<p>* Students who must turn in an assignment late due to an emergency situation should consult with the professor as soon as feasible. Providing documentation of the reason for the delay in turning in the assignment will help ensure that you avoid losing points. Assignments turned in late without prior professor consent will be penalized and prolonged delay in submitting an assignment may result in a failing grade.</p> <p>Re-writes/Re-submission of Work No provisions have been made for extra credit assignments, Please read the assigned readings, participate in discussions and complete the assignments to the best of your ability and there will be no need for extra credit. If you receive a D or lower grade on an assignment you should go to the writing center for assistance. An additional extra credit assignment will be considered on a rare case-by-case basis and only after the student has received, incorporated,</p>		

and provided documentation of individual instruction from the writing center.

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.

Grading Scale

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	59-	F

** NOTE: A "C-" or below is equivalent to a "failure to pass" and will require reenrollment in the class to receive credit. **

UNIVERSITY POLICIES

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We 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 to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

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 [copyright policy information](#) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will 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.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct.

Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. 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 period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and

assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

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, please visit the [ASC website](https://www.unlv.edu/asc), <https://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 SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to

their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

PLAGIARISM – Proper credit must be given to others’ ideas. They must be cited within the text (author(s) and page #'s) and in the references on a separate page at the end of the assignment (see Publication Manual of the American Psychological Association, 4th edition). Direct quotes must begin and end with quotation marks. Plagiarism will result in a failing grade.

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; come prepared; exercise courtesy and respect towards your classmates. You are expected 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 necessarily involve our own experiences, please remember that the class situation is not a professional setting in regard to confidentiality. If you or someone you know requires assistance or counseling, please contact an appropriate agency, or for referral, contact the social work office #702-895-3311, or my office, #702-895-_____.

Consensual Relationships – UNLV prohibits romantic or sexual relationships between members of the university community when one of the individuals involved has direct professional influence or direct authority over the other. For further information, see <http://hr.unlv.edu/policies/consensual.html>.

Classroom Conduct - Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of thick instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

Classroom Surveillance - Nevada Revised Statutes (State Law) 396.970 Surreptitious electronic surveillance on campus, exceptions. [Effective January 1, 2017.]

1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the Sustain without the knowledge of the person being observed.
2. Subsection 1 does not apply to any electronic surveillance:
 - (a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance;
 - (b) by a law enforcement agency pursuant to a criminal investigation;
 - (c) By a peace officer pursuant to NRS 289.830;
 - (d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety Pursuant to NRS 480.365;
 - (e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or

(f) Of a class or laboratory when authorized by the teacher of the class or laboratory. (Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

REQUIRED TEXTBOOK

Royce, D., Dhooper, S.S., & Badger, K. (2018). *Field instruction: A guide for social work students* (7th Ed). Waveland Press, Inc.

COURSE SCHEDULE

WEEK	DATE	READINGS (Instructor reserves the right to change, however students will be notified of any adjustments)
1		<p>TOPIC: Introduction / Course Expectations / Review of Syllabus</p> <p>Discussion of expectations of field work Overview of CSWE 9 Core Competencies</p>
2		<p>TOPIC: Field Instruction and the Social Work Curriculum</p> <p>Readings:</p> <ul style="list-style-type: none"> • Text: <ul style="list-style-type: none"> ○ Royce, et al., Ch. 1 • Supplemental <ul style="list-style-type: none"> ○ BSW Field Manual on UNLV website Text: Ch.1
3		<p>TOPIC: Getting acquainted with social service agencies' structure</p> <p>Readings:</p> <ul style="list-style-type: none"> • Text: <ul style="list-style-type: none"> ○ Royce, et al., Ch. 2
4		<p>TOPIC: Preparing Practicum</p> <p>Readings:</p> <ul style="list-style-type: none"> • Text: <ul style="list-style-type: none"> ○ Royce, et al., Ch. 3
5		<p>TOPIC: Role as a Practicum Student</p> <p>Readings:</p> <ul style="list-style-type: none"> • Text: <ul style="list-style-type: none"> ○ Royce, et al., Ch. 4 <p>Assignments:</p>

		<ul style="list-style-type: none"> Field Interviews <p>Speaker: Resume Services</p>
6		<p>TOPIC: Overview of Agency Practice</p> <p>Readings:</p> <ul style="list-style-type: none"> Text: <ul style="list-style-type: none"> Royce, et al., Ch. 5 <p>Site visit: DWSS</p>
7		<p>TOPIC: Who are the clients you will work with in your practicum?</p> <p>Readings:</p> <ul style="list-style-type: none"> Text: <ul style="list-style-type: none"> Royce, et al., Ch. 6 <p>DUE: Report on Community Activity Ethical Practice Ethics v. values Ethics</p>
8		<p>TOPIC: Ethical practice; ethics v. values; ethics v. laws; Legal issues in social work practice</p> <p>Readings:</p> <ul style="list-style-type: none"> Text: <ul style="list-style-type: none"> Royce, et al., Ch. 8 Supplemental: <ul style="list-style-type: none"> NASW Code of Ethics laws <p>Activity: Video Role Play</p> <p>*Final Date to Have Agency Approved*</p>
9		<p>TOPIC: Cultural competence</p> <p>DUE: Cultural Diversity Project & begin presentations</p>
10		<p>TOPIC: Understanding social skills in practice; Logistics of the practicum experience; Case notes</p> <p>Readings:</p> <ul style="list-style-type: none"> Text: <ul style="list-style-type: none"> Royce, et al., Ch. 7 & 9 <p>Activity: Video of role play and case note interviews</p> <p>DUE: Cultural diversity presentations</p>
11		SPRING BREAK

12		Student Panel – Guest Speakers
13		Class participation DUE: Organizational culture paper & begin presentations
14		Class participation DUE: Presentations of organizational culture and services
15		Class participation Finish presentations of organizational culture if needed
16		FINAL EXAM

BIBLIOGRAPHY

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- DeVore, W.; & Schlesinger, E.G. (1999) *Ethnic-sensitive social work practice* (5th Edition). Boston: Allyn and Bacon.
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- Shier, M.L.; & Graham, J.R. (2011). Mindfulness, subjective well-being, and social work: Insight into their interconnection from social work practitioners. *Social Work Education, 30*(1), 29-44.
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- Yan, M.C. (2008). Exploring cultural tensions in cross-cultural social work practice. *Social Work, 53*(4)