



SOWK 3355 – GENERALIST SOCIAL WORK PRACTICE I

Instructor: Erica R. Balderrama, MSW
Term: Fall 2020
Class: Online
Phone: Email or ZOOM/MS Teams

Classroom: Blackboard unless otherwise specified
E-Mail: eralderrama@utep.edu
Conference Hours: T 10:00 am – 12:00 pm
Drop Deadline: October 30, 2020

I. COURSE DESCRIPTION

This course provides entry-level theory, knowledge, and evaluation of practice, values and skills for social work practice with individuals and families. This course emphasizes the basics of communication, interviewing, relationship building and professional use of self. Self-awareness, critical thinking, problem solving intervention planning and skills are emphasized in this course. In accordance with social work values and ethics, this course pays particular attention to the assessment of populations-at risk and issues of diversity with particular focus on the El Paso/Juarez, urban/rural border region.

II. COURSE COMPETENCIES

Competencies
EP2.1.1: Identify as a professional social worker and conduct oneself accordingly.
EP2.1.2 Apply social work ethical principles to professional practice.
EP2.1.3: Apply critical thinking to inform & communicate professional judgments.
EP2.1.4: Engage in practice-informed research and research-informed practice
EP2.1.5 Engage in Policy Practice
EP2.1.6: Engage with individuals, families, groups, organizations, and communities
EP2.1.7: Assess individuals, families, groups, organizations, and communities
EP2.1.8. Intervene with individuals, families, groups, organizations and communities
EP2.1.9: Evaluate practice with individuals, families, groups and organizations and communities.

Upon completion of this course the students will demonstrate

Knowledge:

- Demonstrate knowledge of the impact of social values on social work practice
- Display knowledge of the application of environmental systems theories to individual and family function in generalist social work practice
- Show knowledge of a strengths-based approach as a foundation for practice with individuals and families
- Demonstrate comprehension of problem-solving processes as a basis for generalist social work practice with systems of all sizes
- Demonstrate understanding of the dynamics and utility of client-worker relationships
- Exhibit understanding of the impact of diverse values, beliefs, and traditions on the functioning of individual and family systems; and
- Possess specialized border knowledge of client systems

Values:

- Apply social work values and ethics in the professional practice of social work
- Understand the importance of capacity for client systems to be self-determining and
- Recognize individual diversity in race, ethnicity, class, gender, culture, sexual orientation, spirituality, age, physical or mental abilities and national origin.

Skills:

- Identify and resolve ethical issues and value conflicts; emphasizing the importance of human diversity and social justice in the ethical practice of social work
- Demonstrate skills in relationship building, communication, interviewing, assessment, developing of plans for problem-solving, implementation of problem-solving efforts and evaluation of outcomes
- Explain the major dimensions of generalist social work practice and the problem-solving process
- Demonstrate the ability to adapt basic social work skills to reflect the needs of diverse clients distinguished by race, ethnicity, class, gender, culture, sexual orientation, spirituality, age, physical or mental abilities and national origin
- Apply Social Work values and critical thinking skills to their participation in the learning environment

III. REQUIRED TEXTBOOKS

Miley, K.K., O'Melia, M., & DuBois, B. (2016). *Generalist Social Work Practice: An Empowering Approach* (8th Edition). Pearson Education.
ISBN: 978-0-339-48271

NOTE: THIS TEXTBOOK IS USED HEAVILY IN THIS COURSE. ACTIVITIES/DISCUSSION BOARD SUBMISSIONS WILL BE TAKEN FROM CONTENT IN THIS TEXTBOOK.

American Psychological Association (2019). Publication manual of the American Psychological Association, (7th Edition). American Psychological Association: Washington, DC.
ISBN: 978-1-4338-3217-8

NOTE: THIS BOOK IS NOT REQUIRED FOR THIS COURSE, HOWEVER, IT IS HIGHLY RECOMMENDED THAT YOU PURCHASE ONE COPY OF THIS MANUAL FOR REFERENCE AND AS A GUIDE FOR APA FORMATTING FOR THIS COURSE AND OTHERS.

National Association of Social Workers Code of Ethics accessible in English and Spanish:
<http://www.socialworkers.org/pubs/code/default.asp>

IV. COURSE ASSIGNMENTS and GRADING

	Points
1) Assignments (12 assignments/15pts each)	180
2) Midterm Assessment	320
3) Final Assessment	<u>500</u>
	1000

GRADING SCALE:

900-1000 points = **A** 800-890 points = **B** 700-790 points = **C** 600-690 points = **D** 590 points or less = **F**

Valuable resources:

1) APA Format: Title Page, Running Head, and Section Headings –
<http://www.youtube.com/watch?v=VKWKswH29kM>

UTEP Writing Center: *If you know writing is not your strongest skill, take your draft to the writing center, have them edit it, correct it and turn in a) your draft with their edits, b) the sheet of paper they provide to demonstrate you've been there, and c) your final paper. I will take this extra effort into consideration when grading your assignments.*

ASSIGNMENTS

Discussion Board Submissions & ZOOM Meetings - 180 points:

Class participation and attendance on ZOOM meetings are worth 15 points each. Between the two, you will have a total of 12 submissions and ZOOM meetings to equal the 180 points.

Both are extremely important in the course because it stresses the acquisition of skills. **Regular submissions and active participation on the ZOOM meetings are expected.** When students participate actively in class discussions, learning is enhanced. If there is a reason for your inability to submit the Discussion Board submissions or to participate on the ZOOM meetings, please email me at erbalderrama@utep.edu with enough notice to let me know that you will not be attending or that you are unable to meet the deadline for the Discussion Board submissions. Please remember: I am asking that your submissions be submitted the **Friday of the week we are working on**, in hopes that this gives you enough time to submit them and on time.

During the ZOOM meetings we will be practicing some of the skills that we are reviewing from the book. Students will be expected to participate to earn the points for that class session. Please be prepared to participate in 'virtual role-plays' which will also prepare you for the virtual 'mid-term assessment'.

Midterm Assessment via ZOOM – 320 points

Students will be completing a Midterm Virtual Assessment during the 8th week of the semester (week of October 12-16). This mid-term assessment will consist of students conducting a 10-minute assessment on one of their peers using a prompted case scenario that the instructor will provide. Students will be expected to touch on the areas described in the rubric to receive points. How well the student meets these requirements will determine how many of the points are received. Total number of points for this assessment is 320 points. The virtual assessment will be conducted via ZOOM during the 8th week of the semester. The instructor will set up the pairs of students who will conduct the assessment on each other, ahead of time, and will let the class know in the coming weeks. The instructor will also provide days and times that the pairs can select from to conduct the assessment via ZOOM. Although it is highly recommended that other students from the class be present to view the assessment, it is not mandatory. Students who do attend the virtual meeting can receive up to 5 points of extra credit for their attendance and feedback of the assessment. The rubric for grading of this assessment will be posted in Blackboard in the weeks leading up to the mid-term.

Final Assessment: – 500 points

The final assessment for this course will be conducted the week of finals, on campus in the College of Health Sciences simulation labs. The assessment will also be conducted in pairs. The instructor will assign new pairs for the final assessment. Case scenarios will be provided prior to the day of the final. Currently, the days/times for the assessment are still pending and the class will be updated about this

once the logistics are finalized, due to needing to make the proper accommodations according to the current COVID-19 situation.

The final assessment will be used to gauge students' skills and understanding of the content reviewed and read over the course of the semester. Areas around engagement, assessment, intervention, and evaluation will be assessed by the instructor. A formal rubric for this assessment will be posted in Blackboard prior to the end of the semester.

The assessments will be 30 minutes each. 20 minutes for the actual 'assessment' portion that students conduct on their peers, and 10 minutes for feedback from the instructor and the 'client'. Students will be expected to both act as a client for the peer that is assessing and will also conduct an assessment on their peer in return. Each student will have their own case study to use as their guide. Each client/social worker case scenario will be different to allow for variance in the experience.

Please note: should the assessments be on-campus and face-to-face, all CDC suggestions around social distancing requirements **MUST BE ADHERED TO** (i.e., wearing masks, hand sanitizing, sitting 6 ft. apart, etc.) The instructor will also do what is necessary to ensure that these safety measures are met.

This syllabus is subject to change at the professor's discretion.

*****STUDENTS ARE RESPONSIBLE FOR ALL CHAPTER READINGS*****

COURSE OUTLINE *STUDENTS ARE RESPONSIBLE FOR ALL CHAPTER READINGS*****

Fall 2020	Assigned Chapters and Course Schedule	Topics Assignments Due	Course Competencies & Related Assignments
Week 1	ZOOM Syllabus Review <u>PART I:</u> Ch. 1	ZOOM Meeting to review Syllabus – optional Understanding YOU Submission Due 08/28 @ 11:59 p.m. Generalist Social Work Practice Foundation	E.P.A.'s 2.1.1, 2.1.5, 2.1.8
Week 2	<u>PART I:</u> Ch. 2 Ch. 3	Human System Perspectives Multicultural Competence & Social Work Values Discussion Board (DB) Submission Due 09/04 @ 11:59 p.m.	E.P.A.'s 2.1.1, 2.1.2, 2.1.4, 2.1.7, 2.1.9
Week 3	<u>PART I:</u> Ch.'s 4 & 5	Strengths & Empowerment in the Client System DB Submission Due 09/11 @ 11:59 p.m.	E.P.A.'s 2.1.1, 2.1.2, 2.1.3, 2.1.5, 2.1.6, 2.1.7
Week 4	<u>PART II:</u> Ch.'s 6 & 7	Engagement Phase: Forming Partnerships and Articulating Situations Professional Relationships & Confidentiality Due @ 11:59 p.m.	E.P.A.'s 2.1.1, 2.1.2, 2.1.6, 2.1.7, 2.1.8
Week 5	<u>PART II:</u> Ch. 8 Virtual ZOOM Meeting #1	Engagement Phase: Defining Directions VIRTUAL ZOOM MEETING DAY/TIME TBD #1	E.P.A.'s 2.1.1, 2.1.7, 2.1.8
Week 6	<u>PART III:</u> Ch. 9 Ch. 10	Assessment Phase: Identifying Strengths Assessing Resources DB Submission Due 10/02 @ 11:59 p.m.	E.P.A.'s 2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.1.7
Week 7	<u>PART III:</u> Ch. 11	Assessment: Framing Solutions	E.P.A.'s 2.1.5, 2.1.7, 2.1.9
Week 8	Mid-term Assessments – via ZOOM #2	Mid-Term Assessments – via ZOOM #2 Day/Time TBD	
Week 9	<u>PART IV:</u> Chapter 12	Intervention & Evaluation Phase: Activating Resources DB Submission Due 10/23 @ 11:59 p.m.	E.P.A.'s 2.1.6, 2.1.8,
Week 10	Chapter 13	Intervention: Creating Alliances DB Submission Due 10/30 @ 11:59 p.m.	E.P.A.'s 2.1.1, 2.1.2, 2.1.8
Week 11	Chapter 14	Intervention: Expanding Opportunities DB Submission Due 11/06 @ 11:59 p.m.	E.P.A.'s 2.1.2, 2.1.5,
Week 12	Chapter 15	Evaluation: Recognizing success DB Submission Due 11/13 @ 11:59 p.m.	E.P.A.'s 2.1.1, 2.1.4, 2.1.9
Week 13	Chapter 16 Virtual ZOOM Meeting # 3	Intervention: Integrating gains – Endings VIRTUAL ZOOM MEETING # 3 Day/Time TBD	E.P.A.'s 2.1.1, 2.1.8
Week 14	Happy Thanksgiving!!! Free Week	Happy Thanksgiving!!! Free Week	
Week 15	Final Assessment Evaluation of class – Last day	Final Assessment – On-Campus Evaluation of course and LAST DAY	

CLASSROOM POLICIES

Attendance/Absences: If you miss more than 3 class submissions or ZOOM meetings, the instructor reserves the right to drop you from the course. Absences during the dates scheduled for ZOOM meetings will require an approval from the instructor ahead of time.

Your Discussion Board submission will count as your participation that week. The requirements for the Discussion Board submissions will be listed in Blackboard, be prepared to respond to the prompt with your own response and to respond to your peers. All Discussion Board submissions will be due on **Friday of the week we are on at 11:59 p.m.**

Drop Deadline: Students who miss more than three (3) class submissions or ZOOM meetings, risk being withdrawn from class with a grade of W if the absences occur before the scheduled drop date. If the student misses more than the three (3) submissions/ZOOM meetings following the drop date, the student will be dropped with the grade of an F. Students wishing to drop this course and receive a grade of W must do so prior to the Drop Deadline. The Drop Deadline for Fall 2020 is **October 30, 2020.**

NO Late assignments: All Discussion Board submissions are due on **Friday of the week we are working on at 11:59 p.m.** The Discussion Board will NOT be opened for late submissions.

Electronic Devices

Please be considerate of fellow classmates by **turning off your electronic devices** while on virtual ZOOM meetings. If it is imperative that you remain available, then please turn any devices to vibrate/silent and keep yourself muted while a student or the instructor is talking. If it is necessary to take an emergency phone call or text, please turn off your video and keep yourself muted. **Devices must be turned off during the mid-term assessments and must not be visible to the instructor.**

Confidentiality

Information shared on the Discussion Board threads about agencies, clients, and any self-disclosure on behalf of the instructor and peers, is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

Disabilities

UTEP is committed to both the spirit and the letter of federal equal opportunity legislation (reference Public Law 93112 – The Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled American with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing The Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodations and assists the instructor in providing approved accommodations.

If you have or suspect a disability and need accommodations, you should contact The Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at cass@utep.edu or go to room 106, Union Building East. For additional information, visit the DSSO website at www.utep.edu/cass/.

Classroom Behavior

Students are expected to treat all others in the class with respect. Specifically, the information shared on the Discussion Board threads, when responding to your peers. The culture of the learning environment is one of challenging ideas not individuals. Personal attacks will not be tolerated.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Any disruptive behavior that interrupts faculty's ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Dean of Students.

Academic Dishonesty

It is the philosophy of UTEP that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but it not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or attempt to commit such acts.

Title IX Statement

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s):

Sandy Vasquez, Title IX Coordinator (Investigation of concerns related to Faculty and Staff)

915.747.5662 - svasquez@utep.edu

Dr. Ryan C. Holmes, Deputy Title IX Coordinator (Investigation of concerns related to Students),

915.747.8694 - rholmes@utep.edu

Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach)

Related Resources

- Center Against Family Violence Hopelines: **915.593.7300 or 1.800.727.0511**
- For crimes, contact the El Paso Police Department (**911**) or UTEP Police Department (**747-5611**).
- For suspected abuse of children or older persons people, Child/Adult Protective Services **1-800-252-5400**.
- National Domestic Violence Hotline **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at **loveisrespect.org**

Other national organizations include: TitleIX.info and the National Sexual Violence Resource Center.

Student Support Services

All students experience stress and emotional challenges. The following resources can help those feeling stressed, experiencing loss, and considering ending their life.

- UTEP's Counseling Center offers free counseling to all students with the same number leading to an after-hours crisis line: **(915) 747-5302**
- Mental Health Crisis Line **(915) 779-1800**
- National Suicide Prevention Hotline **1-800-273-8255** and Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **(915) 534-5478**