Social Work Practice Seminar II (SW 612) is the second of a two-semester course designed as a companion course to the practicum field experience. Social Work Practice Seminar II continues to develop the student’s understanding and experience of holistic social work practice learned in Social Work Practice Seminar I. A competent social worker must be cognizant of and able to articulate the mezzo- and macro- level forces that create barriers and facilitate change. Therefore, students will continue to develop and integrate their professional values, skills, and knowledge by focusing on interventive strategies appropriate to groups, organizations, and communities. The goal of this course is the preparation of social workers whom can make conscious choices of how and where to intervene as well as understand the environmental factors that sabotage intervention success.

In this course, students will examine a range of assessment and intervention strategies and their use with vulnerable populations. This course provides an overview of those phenomena that influence service delivery including, but not limited to, group and organizational social work values, ethics, racism, oppression, individual, family, community and societal characteristics. An ecological systems and strengths based perspective will be utilized to assist students in developing generalist practice skills necessary to partner with the consumer system in the change process.

Practice Seminar II builds on the skills obtained in pre-practice courses (The Fundamentals of Social Work Practice - SW 510 and Topics in Diversity - SW 555) and Social Work Practice Seminar I to emphasize the student’s ongoing application of core professional knowledge, values and skills into purposeful actions serving vulnerable client systems. Students will consciously and purposefully examine their use of self in the ongoing effort to integrate a systematic, responsible and accountable approach to professional practice.
II. EDUCATIONAL GOALS AND OBJECTIVES

1. Demonstrate the ability to communicate in written and oral formats at the level expected for professional social workers interacting with diverse colleagues, community members and client populations. (BSW Program Objective 10)

2. Identify the strengths and challenges faced by individuals, families, groups, and communities. (BSW Program Objectives 2 & 6)

3. Critically analyze significant community, agency, social worker, and consumer characteristics that affect the change process. (BSW Program Objectives 7 & 12)

4. Critically analyze and apply the values and practice principles of social work. (BSW Program Objectives 2 & 3)

5. Describe and analyze the effects of bias, prejudice, discrimination and oppression on client systems and the impact on social work practice. (BSW Program Objectives 3, 4, & 10)

6. Describe approaches to ameliorating client problems in the context of social and economic justice. (BSW Program Objectives 3, 4, & 10)

7. Demonstrate knowledge of and critique social work generalist practice interventions utilized with vulnerable populations including but not limited to: case management, family treatment models, crisis intervention, empowerment practice, problem-solving, strengths-based practice, group work, and community organizing models. (BSW Program Objectives 1, 2, 6, 7, & 12)

8. Critically examine differences and similarities between communities and neighborhoods based on demographics, social class, ethnicity, economic, and political processes. (BSW Program Objectives 7 & 8)

9. Demonstrate ways to mobilize and/or develop resources for client systems. (BSW Program Objectives 1 & 6)

10. Describe, critique, and apply the knowledge, attitudes, and skills required for the purposeful use of self in the helping process with individual, group, family, and community client systems. (BSW Program Objectives 1, 2, 3, & 6)

11. Demonstrate the ability to utilize supervision to increase social work practice skill. (BSW Program Objectives 11 & 13)

12. Identify value conflicts and ethical dilemmas and appropriate solutions to them as they arise and distinguish between ethical dilemmas and practice dilemmas. (BSW Program Objectives 2, 11, & 13)
III. INTERWEAVING CURRICULUM THEMES

1. Practice Centeredness
   The overarching themes that guide the total curriculum of the School of Social Welfare are integrated throughout the practice-oriented curriculum. This practice course provides a venue for students learn, apply and demonstrate a competency in social work practice settings.

2. Strengths
   The strengths perspective is a humanistic, empowerment approach to social work practice that operates on the assumption that all persons have untapped mental, physical, spiritual, and emotional resources. Students are encouraged to extend their understanding of assessment, conceptualization of barriers, selection of interventions, and client collaboration to assist in working with client systems.

3. Social Justice
   Social justice is a key component in this social work practice course. Social justice influences student's definition of barriers, client systems and client strengths. Students will learn to integrate the experiences of vulnerable people to create and evaluate interventions that expand opportunities for oppressed, stigmatized and marginalized populations. This course addresses ways that students can access and successfully negotiate needed environmental resources, and that promote a more just, humane and responsive environment.

4. Diversity
   Diversity includes the skills that show respect, sensitivity and appreciation for the contributions of diverse populations. In this course students will cultivate and appreciation for clients and colleagues who are differentiated by race, ethnicity, culture, religion, spirituality, class, sexual orientation, age, gender, and ability.

5. Critical Perspective
   Consistent with a critical perspective, students in Social Work Practice Seminar I raise questions about, reflect upon, and systematically evaluate and apply the divergent theories and the knowledge claims upon which social work practice is based.

Student Course Content

This course is a seminar course. The following definition for seminar is from the Merriam-Webster Dictionary:
Main Entry: sem·i·nar
Pronunciation: 'se-m&-"när
Function: noun
Etymology: German, from Latin seminarium nursery
Date: 1889

1 : a group of advanced students studying under a professor with each doing original research
and all exchanging results through reports and discussions
2 a (1) : a course of study pursued by a seminar (2) : an advanced or graduate course often featuring informality and discussion b : a scheduled meeting of a seminar or a room for such meetings
3 : a meeting for giving and discussing information

Given that this course is seminar style, students are expected to contribute extensively to the course through discussions of readings, completed written assignments, presentations, and practicum experiences.

IV. LIBERAL ARTS PERSPECTIVE

Students are expected to access knowledge acquired throughout their educational experience to guide their involvement in this course. Students will draw on scholarly works across academic disciplines including sociology, philosophy, history, political science, and economics, when completing assignments.

V. PROFESSIONAL PURPOSE AND VALUES

Developing professional social work values and practice skills are essential goals for this class. The professional skills needed to assist consumers who are particularly vulnerable will be emphasized in this course. These skills include but are not limited to professional writing, conflict management, and public presentation. Students will learn to operationalize professional values and apply specific knowledge appropriate for ethical and quality practice.

VI. SOCIAL WORK GENERALIST PRACTICE AND HUMAN DIVERSITY

Readings, lectures, class discussions and assignments include content on vulnerable and diverse populations.

Vulnerable persons are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that are not valued by dominant society. Vulnerable persons are at-risk for social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power.

This course will include content on variations in individuals, families, groups, and communities arising from the inclusion of diverse members. Students will be exposed to societal factors that influence diverse client vulnerability. This course will examine the effects of institutional racism including: over-representation of ethnic and racial minorities in services whose primary functions are social control; the misfit between traditional interventions and diverse people; and the interactions between social work and client that perpetuate domination. Social Work Practice Seminar I will also examine the strengths of diverse population as the foundation for building appropriate interventive strategies. Students are expected to "grow" their social work practice competency with diverse and vulnerable people.
Linkages to Other Courses in the Social Work Curriculum

This course is closely related to the Practicum, Human Behavior in the Social Environment, Research and Policy Sequences. These foundation courses provide students with theoretical concepts required to understand, analyze, and evaluate ethical and quality social work practice assessments and interventions.

VII. TOPICS

Must be covered

Social Work Organizational Practice
Social Work Practice in Communities
Social Work Practice in Organizations
Social Work Values and Ethics
Social Work Practice with Vulnerable Groups
Closure and Social Work Practice

VIII. RECOMMENDED READINGS


*Text Books*


Other Books


Articles- Social Work


Articles – Social Work Practice and Ethics


**Articles – Assessment, Theory, and Supervision**


**Articles – Social Work and Fields of Practice**


Articles – Social Work and the Strengths Perspective


Articles – Social Work and Empowerment Practice


Articles – Social Work Culturally Responsive Practice


**Articles – Social Work with Vulnerable Clients**

**Gender**


**Clients with Disabilities**


**Elderly Clients**


Clients Experiencing Poverty


Gay, Lesbian, Bi-Sexual, Transgendered Clients and Their Families


Articles – Social Work Miscellaneous


Other

University of Kansas School of Social Welfare Mission Statement

IX. SUGGESTED ASSIGNMENTS

1. Diversity Contract
   (Educational Outcomes 1,4)

The purpose of the diversity contract is for students to engage in a self-reflective process that will result in identifying an area of growth regarding a vulnerable population.

Students will submit a contract that:

A. Describes the process used to determine the focus of their assignment.
B. The student will select a vulnerable population about which the student has negative stereotypes.
C. The student will identify the negative stereotypes of feelings about the vulnerable population.
D. The student will assess their own resources and strengths to determine the best approach to investigating the origin of these stereotypes.
E. The student will describe the product that will be the culmination of learning about the vulnerable group and yourself.
F. Student will submit the product to the instructor.

2. Social Theory Comparison
   (Educational Outcomes 1,7)

This assignment is designed to enhance the student's familiarity with theoretical approaches to social problems.

Students will form groups based on their interest in a theory. Students’ will examine the theory components including a historical context from which the theory emerged, the theory's assumptions regarding a particular social problem, and appropriate intervention approaches given this problem.

Groups presenting on the same day will address the same social problem and provide discussion about the similarity and differences of the theoretical approaches.
Each group will provide a detailed outline of their presentation to the instructor.

3. Community Practice  
   (Educational Goal 1, 8, and 9)

The purpose of this assignment is to familiarize students with beginning community practice. Students will develop a community project based on personal interviews.

Students will design questions to ask community members about the needs of their community. These questions should give the students an idea about the discrepancy between "ideal" and "actual" conditions in the community as well as some ideas of potential ways to improve community functioning. Students will be given class time to consult with class members about the content of their questions.

The student will interview four people from the community in which they are currently placed. The student must have one representative from each of the following areas: consumers of services at your agency, collateral agencies, and a seasoned social worker from your agency.

Students will then write a paper that addresses the following areas:
   - Describe the areas of concern from a community practice perspective. Include a description of the negative consequences for those people experiencing the community problem or gap and how the problem is currently maintained.
   - How do community members perceive the problems and solutions for the enhanced functioning of the community?
   - Given the information you have collected, develop an intervention focused at the community level to address community concerns. Make sure to include information about who would need to be involved in the intervention for success, and the conditions needed to maintain change.

3. Senior Project  
   (Educational Goals 1, 6, and 7)

Group Task 1.
This series of group work task assignment are designed to develop group facilitation skills for task-centered groups. Each group will complete a written assignment describing the topic, general work plan and colleagues responsible for task completion.

Tasks should focus on the compiling of references, development of poster, and group presentation. All group members are responsible for presenting some information on their assigned presentation day.

Group Task 2
Student groups will complete a written assignment that includes a brief narrative describing the status of the group project, an update of assigned tasks, and barriers to completion of assigned tasks.

Group Task 3.
Reference List - Each group will turn in a list of the scholarly works that will be the foundation for their presentations.

Group Task 4.
Senior Project Presentation -

Topic:

During the first session of class students will be divided into groups. Students will work together to select and present a topic related to an area of social work practice. The instructor must approve topics.

Presentation:

You will have one hour and 15 minutes to complete your presentation, this includes 15 minutes for questions. Presenters are expected to provide handouts for the class. If other audio-visual equipment is necessary please inform the instructor no later than one week prior to your presentation.

Presentations should cover the following areas:

A description or explanation of the topic area including relevant risk and protective factors.

A description of the interventions that you find the most promising given your understanding of the risk and protective factors. The interventions presented should include micro- and macro- level change. Interventions can be those presented in scholarly journals, conferences, or of your own design.

Present a research plan that you recommend for evaluating the success of one of the proposed interventions described above. Include in this plan your research design, measurement tools, data collection procedures and potential strengths and limitations of your research plan.

Posters:

Each group will utilize at least one poster for each section of their presentation (at least three in all). Consider the following guidelines for poster presentations.
Your poster should cover the key points of your work. It should not attempt to include all the details; you can save those for your presentation. The ideal poster is designed to (1) attract attention; (2) provide a brief overview of your work; (3) initiate discussion.

Poster should be easily seen, so think about using poster board about 2 ½ feet by 4 feet. The title of your poster should appear at the top in capital letters. Below the title, put the author(s)'s name(s) and affiliation(s).

The flow of your poster should be downward in columns, starting at the top left and ending at the bottom right. Use arrows to lead your viewer through your poster.

The use of color makes your poster more attractive.

4. Reflection Paper
   (Educational Goals 1, 2, and 3)

Students will complete a reflection paper during the term. The purpose of this paper is to create an experiential learning opportunity. Papers will focus on students’ task group experiences. Credit is assigned based on your understanding and application of group development not on the functioning level of your own group. Papers will address the following questions:

   What stages of group development have occurred in your group? Explain what events led you to believe this.
   What communication patterns exist?
   What norms have been established?
   What roles (including your own) occurred in your group?
   What characteristics do you believe influenced how group leadership was formally or informally decided (i.e., race, gender, age, or experience)?

X. GRADING

**BSW GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
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<td>B-</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>
**Incomplete grades.** A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

**The Master syllabi should specify:**

B. Attendance policies for BSW courses. For example: Class attendance is very important. More than two absences could result in the loss of all your attendance points. More than four absences will result in failure in this class. If you have missed two classes, please arrange an appointment with me to discuss the reasons for the absence and to arrange for make-up work that will count toward your class participation points. Points are deducted for missing class and coming to class late (3 pts. for each absence/lateness).

**Individual instructors’ syllabi should specify the following:**

C. The weighting of each assignment in the course and the dates by which they are done.

D. For every assignment, explain the standards used for grading.

E. If class participation is part of the grade, indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every class missed.

F. Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ___ for each day, week, etc.

G. Indicate how final grades will be determined

**XI. SPECIAL CONSIDERATIONS**

Students who have special educational needs of any kind, including those related to learning disabilities, other disabilities, English as a second language should discuss necessary accommodations with the instructor within the first two sessions of the course. The university and School of Social Welfare are committed to provide supportive programs and accommodations to assist students who have special learning needs to successfully meet course expectations. In particular, students who feel that they have a disability that may require accommodation should advise the instructor of such disability and desired accommodation as soon as one obtains written documentation of the disability. The instructor will work with the student and the office of Services for Students with Disabilities to provide reasonable accommodations.

Please notify the instructor if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements.
XII. RECORDING AND SHARING RECORDINGS OF LECTURES

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

XIII. HIPAA REGULATIONS

The Health Insurance Portability and Accountability Act (HIPAA) requires that any personal information that may identify a person must be removed to protect confidentiality. Confidentiality applies to both classroom discussions and to written work. Please follow these simple, yet essential guidelines:

- Always disguise the name and other personal identifying information when you speak and write about a person, following the guidelines established by HIPAA.
- If writing in great detail about a client, ask permission from the client.
- Share nothing about specific clients, agencies or other students outside of the classroom.

Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics and state guidelines.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XIV. INSTRUCTOR AVAILABILITY

Provide students with information on how to see and/or reach you.

XV. INCLEMENT WEATHER POLICY

In the event of inclement weather students should call
- Lawrence: the University (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, (800) 766-3777
- Edwards Campus: (913) 897-8499
- KCKCC Campus: (913) 334-1100
to determine if classes have been cancelled. Class will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.