THE UNIVERSITY OF KANSAS
SCHOOL OF SOCIAL WELFARE

SW 710, Direct Social Work Practice
Master Syllabus

I. COURSE RATIONALE

A. Relationship to School Mission
This first semester of a two course sequence foundation course introduces students to the
intellectual and ethical foundations of generalist social work practice, as well as the processes of
engagement and assessment of client systems. Intervention and evaluation of practice with
individuals, along with group and family client system based approaches to generalist social
work, are addressed in the second semester of the course. As a practice course it reflects the
School’s mission of promoting a social work strengths-based practice approach that furthers the
empowerment and well-being of individuals. It further reflects the School’s major curriculum
themes as described in section III, Curriculum Themes. Another foundation practice course,
Organizational and Community Practice, expands the focus of attention to the client systems of
the organization and the community.

B. Links with Other Courses in the Curriculum
This course shares with all foundation courses the responsibility for contributing to the student’s
ability to develop and demonstrate beginning conceptual and practical skills of generalist
practice. This allows for successful entry into the advanced level concentration of choice,
Clinical or Social Work Administrative and Advocacy Practice. Its distinctive contribution is to
help students apply and personally integrate professional knowledge, values and skills from all
foundation courses. The concurrent field practicum opens up opportunities to create meaningful
connections between direct practice experiences and conceptual abstractions. Meaningful
connections are also forged with the course on organizational and community practice that
extends the common generalist practice framework to organizational and community client
systems. The policy course provides essential substantive knowledge and enriched content to
help students understand the profession’s history and the policy context for direct practice.

C. Course Focus
The application and personal integration of other Foundation content (HBSE, Policy, Research,
Practicum) is a central theme in the practice courses (710 and 711). This course focuses on:

1. The development of a social work identity emphasizing how the knowledge, values,
   skills, purpose and sanctions interact in ways that are unique to social work and shape our
   approach to practice.

2. Developing an understanding of the values and ethical commitments that are essential for
   social work practice.
3. Exploring the intellectual frameworks that are fundamental for generalist social work practice including the strengths perspective, person-in-environment, and culturally competent practice.

4. Understanding of the process through which workers and clients move through a process of engagement and assessment in the beginning phase of social work practice.

**The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**II. EDUCATIONAL OUTCOMES**
As a practice course charged with applying and integrating foundation content, its educational outcomes necessarily reflects all foundation level objectives in some measure. Each educational outcome, however, emphasizes or more explicitly reflects certain outcomes as indicated below.

Throughout the two-semester course, students will be developing an increasingly articulated and coherent generalist framework for direct social work practice. By the end of the course students will be able to demonstrate the ability to:

1. Articulate a clear understanding of the nature of professional social work and the unique role of the social worker in the helping process.

2. Utilize self-reflection skills and social work supervision in order to correct and improve one’s own social work practice.

3. Understand and apply the values and ethical standards outlined in the NASW Code of Ethics.

4. Describe and apply the knowledge, values, and skills necessary for understanding and resolving ethical dilemmas in practice.

5. Describe and apply key frameworks that inform social work practice, including the strengths and person-in-environment perspectives.

6. Describe, critique, and apply the knowledge, values, and skills required for culturally competent practice.

7. Describe and apply the knowledge, values and skills required for reflective practice during the beginning phase of the helping process with individuals, with an emphasis on preparation, engagement, and rapport building skills.

8. Describe and apply the knowledge, values and skills required for reflective practice during the middle phase of the helping process with individuals, with an emphasis on information gathering and the completion of bio-psycho-social-spiritual assessments.
9. Describe and apply the knowledge, values and skills required for reflective practice during the beginning and middle phase of the helping process with individuals across the stages of the human life span.

The educational outcomes in individual instructors’ syllabi should be exactly the same as in the master syllabus.

III. CURRICULUM THEMES
The course reflects the School’s major curriculum themes beginning with its overarching theme of practice-centeredness—a commitment to educational approaches that enhance and clarify connections of theories and concepts to the needs of clients and the demands of everyday practice. The course emphasis on application and personal integration asserts that social work students and practitioners are responsible for translating knowledge, values and skills into self-aware, disciplined and purposeful actions serving the profession’s social ends. This commitment flows from the profession’s values and ethical base and is enriched by the following curriculum themes:

**Strengths.** The course seeks to help students apply and personally integrate a strengths perspective that recognizes and mobilizes the inherent strengths of client systems and salient environments. It emphasizes skills in both helping and impact processes that identify, tap into, and mobilize the strengths of individual, family and group systems to create productive exchanges with their salient environments and to achieve client goals. Further, in recognition that students must become self-aware, disciplined and purposeful participants in professional transactions, the course emphasizes student inquiry into their own strengths so that these may be exercised for appropriate use in practice.

**Diversity.** Similarly, the course seeks to operationalize a set of values that communicate respect, sensitivity and appreciation for diverse populations and their contributions to personal and societal well-being. The fostering of cultural competence assumes an enriching and broad range of differences and commonalities based on culture, ethnicity, race, geography, gender, social class, sexual orientation, religion, spirituality, age, and physical and mental abilities. Thus, the course uses case examples, readings, and lecture content to demonstrate the application of generalist practice concepts with diverse populations and with clients across the human life span.

**Social and Economic Justice.** Course emphasis is on helping students incorporate a set of skills or purposeful actions in their everyday practice that promote social justice and reflect the profession’s ethical dictates. In direct practice processes this means the development of skills that expand opportunities for oppressed, stigmatized, and marginalized populations to access and successfully negotiate needed environmental resources. In impact processes, it means the enhancement of skills that contribute to a more just, humane, and responsive workplace.

**Critical Perspective.** The course, in general, attempts to help students develop a critical perspective, a set of skills for engaging in a deliberate and continuing examination of the profession’s underlying knowledge-value-method assumptions. More specifically, the course focuses on knowledge-value assumptions of direct practice methods/approaches. This means the development of critical reflection skills that allow for systematic examination of the student’s own practice, the knowledge-value assumptions guiding it, the personal values, beliefs and
biases influencing it, and the impact on practice of social structures and social policies, especially those of the organizational context of practice.

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

**IV. LIBERAL ARTS PERSPECTIVE**
The course draws on the liberal arts as one vast and rich source of learning. As a practice course, the effort is to apply relevant knowledge and values from all sources that could illumine and guide actions to achieve the profession’s social purpose. Thus students are supported and challenged to use their knowledge from courses on history, literature, social sciences and fine arts along with the knowledge gained from life experiences and the accumulating body of professional knowledge.

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

**V. PROFESSIONAL PURPOSE AND VALUES**
A clear sense of professional purpose and the values embodied in its value system and code of ethics provide a necessary focus for selecting and using knowledge and perspectives from a rich array of learning resources, not least from the diverse client populations served by the profession. This clarity is at the heart of the course’s fundamental task of translating broad statements of professional purpose and values (School mission statement and curriculum themes) into specific purposeful practice acts.

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

**VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS**
The course focuses on practice with populations of historic and contemporary concern to social work—those who are oppressed, stigmatized and marginalized due to race, ethnicity, gender, social class, sexual orientation, age, and physical and mental abilities. It seeks to help students develop skills for entering the perspectives and world views of peoples different from themselves and to build and maintain collaborative relationships with them around life-issues and concerns important to them.

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

**VII. COURSE TOPICS**

The following topics are required content for SW 710:

**Intellectual and Ethical Underpinnings:**
- Definitions of social work and levels, fields, and roles in practice
- Social work as a professional identity utilizing specific knowledge, values, skills, and purpose
- The Strengths perspective of practice as a key framework for practice
- Person-in-environment as a key framework for practice
- Ethics and values in the helping process
- The effective use of supervision and consultation
- Ethical decision making tools
- Methods for resolving conflicts in practice
The Generalist Perspective of Practice:
- Phases of the generalist helping process: Beginning and Middle Phase
- Engagement and Rapport Building Skills
- Bio-psycho-social-spiritual assessment

Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered.

VIII. REQUIRED AND RECOMMENDED READINGS
Books (Instructors must choose one of the following):


A set of recommended articles is available on the SSW’s S Drive for instructor use. In addition individual syllabi need to specify which readings are required and which are recommended.

IX. REQUIRED AND RECOMMENDED ASSIGNMENTS

Assignments are designed to give students opportunities to learn the subject matter through active engagement in cognitive and behavioral activities implicit in the educational outcomes for the course. The assignments also serve to assess student progress and achievement of the stated outcomes. The “in-class” assignments identified below promote active engagement in the classroom process, while the “between class” assignments give students the opportunity to demonstrate mastery of the content through the production of formal academic work.

Three assignments are required for this class as they are “signature assignments” which serve to measure student attainment of competencies and practice behaviors established in the Council of
Social Work 2008 Education’s Educational Policy and Accreditation Standards. One of these is an in-class assignment, and two are between class assignments.

**In-class assignments.** The first of these is a required in-class writing assignment designed to assess student’s understanding of how they manage the emotions and ambiguity that inevitably occur when resolving ethical dilemmas. This assignment is included in Attachment 1, and it must be used exactly as outlined. Instructors must evaluate each student on this assignment using the scoring guide that is included with the assignment. However, do not include the scoring guide in the syllabus. This evaluation is not shared with the student, as it is gathered only for the purposes of evaluating program data and is aggregated with other student’s data—no scores on the embedded measures will be shared with anyone other than those working on the outcome data. Instead, instructors provide the student with feedback as you would on any other assignment. They must also provide this confidential data for each student enrolled in the class to the MSW Program Director by the end of the semester. A form to submit this information will be given to each SW 710 instructor.

**Do not include the above paragraph in the text of the course syllabus.**

Other in-class assignments which are recommended, but not required, could include (1) discussions and critiques of specific practice situations drawn from the students’ practicum experiences as well as the instructor’s practice background, (2) discussion and critique of videotaped practice by professional practitioners (3) exercises such as role-playing and demonstrations to illustrate practice principles skills and ethical dilemmas, and (4) individual or group based student presentations on practice issues, skills, value conflicts, or special population groups.

**Between-class assignments.** Two between class assignments are required. These assignments are included in Attachments 2 and 3, and they must be used exactly as outlined. Instructors must evaluate each student on this assignment using the scoring guide that is included with the assignment. However, do not include the scoring guide in the syllabus. This evaluation is not shared with the student, as it is gathered only for the purposes of evaluating program data and is aggregated with other student’s data—no scores on the embedded measures will be shared with anyone other than those working on the outcome data. Instead, instructors provide the student with feedback as you would on any other assignment. They must also provide this confidential data for each student enrolled in the class to the MSW Program Director by the end of the semester. A form to submit this information will be given to each SW 710 instructor.

**Do not include the above paragraph in the text of the course syllabus.**

Others between class assignments which are recommended but not required, could include (1) a critical analysis of the NASW Code of Ethics, (2) semester-long reflective logs (See Attachment 4) designed as an integrative instrument to help students find meaningful connections between theory and experience, class and field, the practice course and other foundation academic courses, and between the personal self and the professional self; (3) reflective recordings that summarize practice over an extended time period with a client or agency system, track progress over the time period, assess the quality of student’s practice, and articulate the specific next steps
of action, (4) student self-assessment of their own practice based on a review of audio and/or videotaped recordings of single or multiple sessions with actual clients or through role playing, and (5) an analytic paper demonstrating master of assessment skills with individuals using a bio-psycho-social-spiritual perspective.

**X. GRADING**

**A. What Grades Mean (plus and minuses are assigned at instructors’ discretion)**

- **A = Exceptional work:** outstanding; this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.
- **B = Fully meets graduate standards:** this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.
- **C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.**
- **F = Failure:** overall quality of work is unsatisfactory, or some aspect of assignments not done.

**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.

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

- The weighting of each assignment in the course and the dates by which they are done.
- For every assignment, explain the standards used for grading.
- 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.
- 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.
- Indicate how final grades will be determined

**B. Attendance Policy**

Attendance will affect grades in this course. (*Instructors: Be specific about how many points will be deducted from student grades for missing class, tardiness, leaving early, etc.*) Any student missing more than two classes, or more than one blended class, will need to contact the instructor to discuss implications regardless of the circumstances that led to these absences. Students who miss more than three classes, or more than two blended classes, may be assigned a failing grade in this course. If this rare circumstance should occur, the instructor will consult with the MSW Program Director regarding failing the student on the basis of excessive absences. The decision of the instructor in consultation with the MSW Program Director shall be final.
C. Academic Misconduct and Plagiarism

The University Senate Rules and Regulations defines academic misconduct in Article II, Section 6, stating:

_Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research._

One form of academic misconduct is plagiarism, or taking credit for work produced by someone else. This is a serious ethical violation. As a participant in this class, you are required to review the section on Academic Misconduct in the Student Handbook in order to familiarize yourself with what constitutes plagiarism. You must also review this section in order to help you to understand the efforts you can make to avoid engaging in plagiarism. Remember that faithfully using the citation and reference guidelines outlined in the APA style guide will serve as an excellent way to avoid plagiarism.

Additionally, KU subscribes to a digital plagiarism detection program called “Safe Assign” which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers.

If a student commits plagiarism, with or without intention, the instructor for this course can, after consultation with the academic program director, assign a failing grade for the academic activity in question. If the plagiarism is severe or repeated, the instructor can, after consultation with the academic program director, assign a failing grade for the course in which the behavior occurred. An instructor may also request that the program director convene an Academic Review Committee meeting, which could result in a recommendation to the Dean of the School of Social Welfare for formal admonition, censure, suspension, or expulsion of the student.

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

XI. SPECIAL CONSIDERATIONS

a. Any student in this course who has a disability that may prevent him/her from satisfactorily completing course requirements should contact the KU’s Academic Achievement and Access Center (AAAC) as soon as possible in order to begin the process of determining reasonable and appropriate accommodations. This process must be initiated by the student. University regulations do not require that accommodations be offered retroactively, so it is important that students begin this process as early as
possible. Information on how to contact AAAC can be found at http://www.disability.ku.edu/~disability/students/guidelines.shtml

b. Please notify the instructor in advance if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements, including alternative assignments to cover missed classroom content if necessary. Individual instructors’ syllabi should be exactly the same as in the master syllabus.

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

XIII. CONFIDENTIALITY AND PRIVACY CONSIDERATIONS

The NASW Code of Ethics requires that social workers protect client confidentiality and privacy. Various state and federal regulations, including the HIPPA Privacy Rule, may also protect the confidentiality of client information in settings where social work students are engaged in practicum placements. In order to safeguard these client rights:

- Always disguise the name and other personal identifying information when you speak or write about a client.
- If writing in great detail about a client, ask permission from that client.
- Share nothing discussed in class about specific clients, agencies, or other students outside of this classroom.
- Any information shared with the instructor will be confidential, within the limits defined by the NASW Code of Ethics and relevant legal guidelines.
- Information regarding your performance or behavior as a student is protected by the Federal Education Rights and Privacy Act. However, student information can be shared between KU faculty, staff, administration, or field instructors when there is a compelling educational or safety reason to do so.

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 to determine if classes have been cancelled. In Lawrence you may contact the University at (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, at (800) 766-3777. For the Edwards Campus you may call (913) 897-8499, and for the KCKCC Campus the number is (913) 334-1100. Classes 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.

XVI. EPAS COMPETENCIES TABLE

A table must be included in the class syllabus which links EPAS Competencies, practice behaviors, and course educational outcomes with their coverage in specific sessions and in specific assignments. The table is included as the final Appendix of this document. Instructors must customize the columns which focus on the location of content and relevant assignments to their own syllabi. However the content of the first three columns and the signature assignments must be included in the table as stated in this document.
Attachment 1:

EPAS Competency 2.1.2 (e):
Apply social work ethical principles to guide professional practice

**Purpose:** The purpose of this in-class exercise is to provide you with an opportunity to explore how you manage your own emotional response to ethical conflicts.

**Instructions:** For this assignment, choose a case in which you experienced an ethical dilemma in practice; it may be useful to choose one that was especially difficult or one which felt unresolved. This assignment calls on you to take a case situation, group situation, family or agency related issue which you have been involved in and describe the facts related to the situation, identify the ethical dilemma(s) that the situation presented and how they were addressed. Working with other students in a small group format, address the following questions and be prepared to participate in a larger group discussion of these.

1. What emotions did the ethical dilemma generate for you? How did you manage those?
2. One of our learning goals in the area of ethics is to “Help students learn to manage the ambiguity inherent in ethical conflicts.” In your own words, explain what this learning goal means to you.
3. What, if any, strategies did you use to help yourself to tolerate the ambiguity of an ethical conflict? If you weren’t able to do that, how might you tolerate ambiguity in ethical dilemmas more effectively in the future?

**Instructor Scoring Guide for Embedded Assignment for PC 2.1.2 (e)**
5=Excellent understanding of practice behavior
4=Adequate understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior

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<th>Practice Behaviors</th>
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<tr>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
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Attachment 2:
EPAS Competency 2.1.2 (a-d):
Apply social work ethical principles to guide professional practice

**Purpose:** The purpose of this exercise is to provide you with an opportunity to demonstrate the ability to apply strategies of ethical reasoning to a social work case.

**Instructions:** For this assignment, choose a case in which you experienced an ethical dilemma in practice; it may be useful to choose one that was especially difficult or one which felt unresolved. This assignment calls on you to take a case situation, group situation, family or agency related issue which you have been involved in and describe the facts related to the situation, identify the ethical dilemma(s) that the situation presented and how you made decisions about the ethical aspects of the practice problem(s) you found.

Write a 7-8 page paper using APA format which includes a reference page and a minimum of 5 peer-reviewed journal sources to support your analysis of the situation. Your paper must address the following questions/topics:

1. What is the context? Briefly describe the agency and client context and the circumstances surrounding the ethical dilemma.
2. Identify and discuss the competing personal or professional values found in this case.
   (For example, beneficence vs. doing no harm)
3. Identify and discuss the social work ethical standards delineated in the NASW Code of Ethics that are in conflict with one another. (For example, ethical responsibilities to clients such as the duty to protect confidentiality vs. ethical duties to society and the common good such as a duty to report threatened violence).
4. Why are these values and ethical standards in conflict—what are the sources of conflict? (Personal vs. professional conflicts, for example).
5. How did you attempt to resolve the situation? Why did you choose this action?
6. Finally, discuss how you would approach this case now using an ethical decision making framework from the social work literature. Examples include those offered by Reamer (Ethical decision making model), Dolgoff (Ethical Principals Screen), or Spano and Koenig (Six-step professional/personal model).

**Instructor Scoring Guide for Embedded Assignment for PC 2.1.2 (a-d)**

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<tr>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
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<td>Make ethical decisions by applying standards of the</td>
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<td>NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles</td>
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<td>Tolerate ambiguity in resolving ethical conflicts</td>
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<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
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Attachment 3: EPAS Competency 2.1.4: Engaging Diversity and Difference

**Purpose:** This assignment is designed to help you develop cross cultural competency with a selected population. Cultural competency has four components: knowledge, skills, attitudes, and self-awareness.

**Instructions:** For this paper, you are expected to choose a population with which you might practice that is different from you in terms of race, gender, sexual orientation, social class, religion, disability status, etc. For this paper you should research relevant scholarly literature (at least 6 sources, of which 4 should be from scholarly journals), and plan to interview someone who is from this population. The interview should focus on the client’s perspective of how their cultural experiences have shaped their world view, and their views of what would be helpful for them if they were to seek assistance from a social worker.

This should be a demographic population, not a clinical population (for example, Hispanic Americans, would be appropriate as a topic, but people with severe and persistent mental illness would not). Write a paper of about 8 pages which addresses the following questions:

1. **What should social workers know about this population?** Drawing on the literature review and the client interview present information that would be helpful for practicing social workers to understand about this population. Address an issue or issues such as their history, cultural norms and practice, religious traditions, gender norms, values, family patterns, life cycle issues, etc. Choose from among these, selecting those things that you think are most relevant.

2. **How have our cultural and social systems shaped this population’s experiences of either oppression or privilege?**

3. **What is known about effective practice with this population?** Are there any particular models or intervention skills that could be useful for social workers to add to their repertoire? Here it might be useful to look for literature that explores approaches that have been proposed, developed, and/or tested with the demographic population you are researching.

4. **What attitudes and values should social workers strive to develop in themselves in order to reduce personal biases and to work effectively with this population?**

**Instructor Scoring Guide for Embedded Assignment for PC 2.1.4**

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<td>Recognize the extent to which a culture’s structures</td>
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14
and values may oppress, marginalize, alienate, or create or enhance privilege and power

Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Recognize and communicate their understanding of the importance of difference in shaping life experiences

View themselves as learners and engage those with whom they work as informants
Attachment 4

Reflection Log Assignment

The log is the principle instrument for your exploration and experimentation. It consists of semester-long reflections on what you read, what you experience in the field, and in the seminar itself. In effect, the full range of your experiences in the total program is grist for learning to put all the pieces together. Since there are a lot of pieces, you do this piece by piece on an ongoing basis throughout the semester.

Guidelines

Writing the log is a demanding form of craftsmanship. It requires careful attention to technical details and the regular exercise of your imagination and intellect. The details include:

1. Writing entries in a loose-leaf notebook to allow you to continue writing after you have turned in entries for our review and feedback.

2. Writing 2 entries per week every week throughout the seminar.

3. Bringing the Log with you to each seminar session for two reasons: (a) to refer to and use in the seminar whenever you choose; and (b) to hand in when you choose and when I wish. Note: you may hand it in as often as you wish. Note too that we may choose to review your log at any time after the first turn-in and review.

4. Dating each entry and numbering each page for handy referencing.

5. Typing entries. If that is not possible, take special care to write clearly. Leave margin space for feedback.

6. Keeping your entries related to the seminar’s topical areas but you may draw readings for any area. You may also report on significant ideas presented in the field in training seminars, supervision, etc.

Guidelines for exercising your imagination and intellect include:

1. When starting your entry with a reading, engage in an active dialogue, rather than simply record the author’s statements. When your entry is sparked by your experience (in field, seminar, lab, anywhere in your life), reflect on the experience, play with it as imaginatively as you can, form a generalization or two using your reading as a resource, consider how you might apply the generalization to a specific practice experience, and so on. In fact, when you start your dialogue with a reading, your writing takes on similar characteristics. “How does this idea fit in with my own questions and thinking on the subject? How can I use it in my practice? How can I check out how it works when I do so?”
2. Allowing yourself to learn by experimenting with new ideas. This usually involves expressing your confusion and working it out as best you can at any given moment in time. It invariably involves risking mistakes, or more accurately, risking exposure of your mistakes to yourself and to your reader. After, all, you, like us, like anyone, are going to be confused at times and are certain to be making errors of commission and omission. Your Log is an unusual learning instrument which highly values such exposure. Learning necessarily entails errors and their recognition and correction—over and over again. A useful measure of progress is making higher level errors and discovering them more rapidly.

3. Owning what you write as a source of your knowing and learning, including the confusion accompanying the learning of new ideas and skills.

Log criteria are expressed in the above guidelines, both the technical details of craftsmanship and the art of exercising your imagination and intellect.

Finally, note that ongoing feedback to you on your Log is a key ingredient. That feedback essentially informs you of my views on whether or not your entries are on-target or in harmony with the criteria. Its ultimate purpose is to help you increase your self-monitoring and self-correcting capacities.
Attachment 5:

EPAS Competency Table for use in Class Syllabus. (Note that you must include as provided here but insert session numbers and assignments specific to your class. If the Master Syllabus includes a signature assignment for this course, that assignment must appear in column 5 exactly as stated in the Master Syllabus.

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>KUSSW Foundation Level Practice Behaviors</th>
<th>Related Educational Objectives in Syllabus</th>
<th>Session number of Content Coverage</th>
<th>Related Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
<td>Advocate for client access to the services of social work.</td>
<td>Articulate a clear understanding of the nature of professional social work and the unique role of the social worker in the helping process.</td>
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<td></td>
<td>Practice personal reflection and self-correction to assure continual professional development.</td>
<td>Utilize self-reflection skills and social work supervision in order to correct and improve one’s own social work practice.</td>
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<td></td>
<td>Attend to professional roles &amp; boundaries.</td>
<td>Articulate a clear understanding of the nature of professional social work and the unique role of the social worker in the helping process.</td>
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<td></td>
<td>Demonstrate professional demeanor in behavior,</td>
<td>Articulate a clear understanding of the nature of professional social work and</td>
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<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice.</td>
<td>Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>Understand and apply the values and ethical standards outlined in the NASW Code of Ethics.</td>
<td>Between-Class Signature Ethics Assignment</td>
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<tr>
<td>Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IAASSW Ethics in Social Work, Statement of Principles.</td>
<td>Describe and apply the knowledge, values, and skills necessary for resolving ethical dilemmas in practice.</td>
<td>Between-Class Signature Ethics Assignment</td>
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<tr>
<td>Tolerate ambiguity in resolving ethical conflicts.</td>
<td>Understand and apply the values and ethical standards outlined in the NASW Code of Ethics.</td>
<td>In-Class Signature Ethics Assignment</td>
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<td>Apply strategies of</td>
<td>Describe and apply the</td>
<td>Between-Class Signature</td>
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<td>2.1.4 Engage in diversity and difference in practice</td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Describe, critique, and apply the knowledge, values, and skills required for culturally competent practice.</td>
<td>Between-Class Signature Diversity Assignment</td>
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<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>Describe, critique, and apply the knowledge, values, and skills required for culturally competent practice.</td>
<td>Between-Class Signature Diversity Assignment</td>
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<tr>
<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
<td>Describe, critique, and apply the knowledge, values, and skills required for culturally competent practice.</td>
<td>Between-Class Signature Diversity Assignment</td>
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<tr>
<td>View themselves as learners and engage those with whom they work as informants.</td>
<td>Describe, critique, and apply the knowledge, values, and skills required for culturally competent practice.</td>
<td>Between-Class Signature Diversity Assignment</td>
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<td>2.1.5 Understand the forms</td>
<td>Describe, critique, and apply</td>
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<td>Advocate human rights and social and economic justice</td>
<td>and mechanisms of oppression and discrimination.</td>
<td>the knowledge, values, and skills required for culturally competent practice.</td>
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<td>2.1.7 Apply knowledge of human behavior and the social environment</td>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
<td>Describe and apply key frameworks that inform social work practice, including the strengths and person-in-environment perspectives.</td>
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<td>2.1.9 Critique and apply knowledge to understand person and environment.</td>
<td>Critique and apply knowledge to understand person and environment.</td>
<td>Describe and apply key frameworks that inform social work practice, including the strengths and person-in-environment perspectives.</td>
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<tr>
<td>2.1.10 ENGAGE Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.</td>
<td>Describe and apply the knowledge, values and skills required for reflective practice during the beginning phase of the helping process with individuals, with an emphasis on preparation, engagement, and rapport building skills.</td>
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<tr>
<td>2.1.10 ENGAGE Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Use empathy and other interpersonal skills.</td>
<td>Describe and apply the knowledge, values and skills required for reflective practice during the beginning phase of the helping process with individuals, with an emphasis on preparation, engagement, and rapport building skills.</td>
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<td>Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td>Describe and apply the knowledge, values and skills required for reflective practice during the beginning phase of the helping process with individuals, with an emphasis on preparation, engagement, and rapport building skills.</td>
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<td><strong>2.1.10 ASSESS</strong> Engage, <strong>assess</strong>, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Collect, organize, and interpret client data.</td>
<td>Describe and apply the knowledge, values and skills required for reflective practice during the middle phase of the helping process with individuals, with an emphasis on information gathering and the completion of bio-psycho-social-spiritual assessments.</td>
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<td>Assess client strengths and limitations.</td>
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<td></td>
<td>Describe and apply the knowledge, values and skills required for reflective practice during the middle phase of the helping process with individuals, with an emphasis on information gathering and the completion of bio-psycho-social-spiritual assessments.</td>
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