

New Course Request

SEP 09 2008  
Indiana University

East Campus

Check Appropriate Boxes: Undergraduate credit  Graduate credit  Professional credit  89

1. School/Division Social Work 2. Academic Subject Code SWK

3. Course Number 5504 (must be cleared with University Registrar) 4. Instructor F. Gerull

5. Course Title Professional Practice Skills I

Recommended Abbreviation (Optional) \_\_\_\_\_ (limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall, 2008

7. Credit Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

8. Is this course to be graded S-F (only)? Yes \_\_\_\_\_ No X

9. Is variable title approval being requested? Yes \_\_\_\_\_ No X

10. Course description (not to exceed 50 words) for Bulletin publication: This foundation practice course focuses on basic research theory and skills that are necessary when working with a wide variety of client systems: individuals, families, small groups, communities, and organizations. Students are expected to demonstrate competent use of the following skills: attending, establishing rapport, reflecting, summarizing, exploring, and contracting, and establishing clear goals.

11. Lecture Contact Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

12. Non-Lecture Contact Hours: Fixed at 6 or Variable from \_\_\_\_\_ to \_\_\_\_\_

13. Estimated enrollment: 30 of which 100% percent are expected to be graduate students.

14. Frequency of scheduling: \_\_\_\_\_ Will this course be required for majors? Yes

15. Justification for new course: Required course in the MSW curriculum


16. Are the necessary reading materials currently available in the appropriate library? Yes

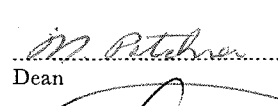
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

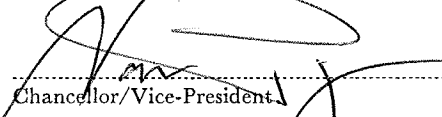
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: \_\_\_\_\_ Approved by: \_\_\_\_\_

 Date 6-17-08  
Department Chairman/Division Director

 Date 6-17-08  
Dean

\_\_\_\_\_  
Date \_\_\_\_\_  
Dean of Graduate School (when required)

 Date 6/18/08  
Chancellor/Vice-President

\_\_\_\_\_  
Date \_\_\_\_\_  
University Registrar

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**INDIANA UNIVERSITY  
SCHOOL OF SOCIAL WORK  
S504 Professional Practice Skills I (3 credits)**

Fall 2008 Section- 30578 Tuesday 6 p.m. – 8:50 p.m.	Instructor-Martha K. Brown LCSW,ACSW Contact via OnCourse S504 webmail IU email- martbrow@iupui.edu
Springwood – Room 203	Office hours – Hall hour before/after class or by appointment

**I. Course Description**

This foundation practice course focuses on basic generalist theory and skills that are necessary when working with a wide variety of client systems: individuals, families, small groups, communities, and organizations. Students are expected to demonstrate competent use of the following skills: attending, establishing rapport, reflecting summarizing, exploring, questioning, contracting, and establishing clear well formed goals. In this course students will have opportunities to continue learning about themselves and will examine their personal values and any conflict between personal and professional values so the professional practice standards can be upheld.

**II. Course Objectives**

Through active participation in the learning experiences, completion of the readings, assignments, and learning projects, students are expected to demonstrate the ability to:

<b>Objectives</b>	<b>Assignments to demonstrate abilities</b>
1. Apply critical thinking within the context of professional social work practice;	Homework exercises and case papers
2. Understand the connections among knowledge, theory, values, ethics, and skills necessary for generalist and culturally competent social work practice;	Homework exercises, case papers, oppressed group population presentations,
3. Competently use generalist social work practice skills from preparing for a meeting to setting mutual goals with all systems sizes;	Practice exercise and video taped practice interview
4. Identify and explain social work roles;	Case papers
5. Appropriately use self in professional relationships including the ability to express empathy, respect, warmth, and genuineness;	Practice exercise and video taped practice interview
6. Evaluate their own strengths, limitations, and learning needs, including the quality and appropriateness of skill selection and application.	Peer and self evaluation of practice exercises and self evaluation of video taped interview
7. Use of communication skills differentially across client populations, colleagues, and communities with particular focus on populations at risk, such as those groups distinguished by age, race, ethnicity, gender, culture, class, religion, sexual orientation, and/or	Case papers and oppressed group population presentations

physical or mental ability	
----------------------------	--

### III. Content Outline & Readings

Date & class #	Topic	Readings	Assignments due
(1) <b>August 26</b>	Overview of course General information about the class expectations & assignments Introductions		
(2) <b>Sept. 2</b>	<b>Foundation</b> Self- Understanding Ways of Understanding self and others	Textbook preface & chapters 1 & 2	<i>Do all even number homework exercises in chapters 1 &amp; 2</i>
(3) <b>Sept. 9</b>	Professional relationships and ethics	Textbook chapter 3 Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. <i>Advances in social Work, 1(1)</i> , 1-22. <i>Encyclopedia of Social Work: Ethics and values</i> (pp. 893-909) Read the NASW Code of Ethics	<i>Do all the homework exercises in chapter 3</i>
(4) <b>Sept. 16</b>	<b>Oppressed populations</b> Working with oppressed population & finish work on ethics		<i>Group presentations on practice with an oppressed population</i>
(5) <b>Sept. 23</b>	<b>Building relationships</b> Core interpersonal qualities & basic interpersonal skills	Textbook chapter 4 & 5	<i>Do all the homework exercises in chapter 4 &amp; 5</i>
(6) <b>Sept 30</b>	Opening and closing a meeting	Textbook chapter 6	Each group gets their case  <i>Do all the homework exercises in chapter 6</i>

(7) <b>Oct. 7</b>	Expressing understanding Social work roles	Textbook chapter 7 <i>Encyclopedia of Social Work:</i> Direct practice: Generalist (pp.740-751) & Advanced Generalist Practice (pp. 1101- 1108)	<i>Do all the homework exercises in chapter 7 Individual answers to 1<sup>st</sup> case questions due</i>
(8) <b>Oct. 14</b>	<b>Exploring with clients</b> Using Questions to explore	Textbook chapters 8	<i>Do all homework exercises in chapter 8</i>
(9) <b>Oct. 21</b>	Seeking clarification & going further	Textbook chapters 9 <i>Encyclopedia of Social Work,</i> Assessment (pp. 260-270). Read the cases of the other groups	<i>Next section of case given to groups Do all homework exercises in chapters 9 Group staff reports 1<sup>st</sup> section of case questions due Group staffing presentations of cases</i>
(10) <b>Oct. 28</b>	Assessing readiness	Textbook chapter 10	<i>Do all homework exercises in chapters 10 Individual answers to 2<sup>nd</sup> case questions due</i>
(11) <b>Nov. 4</b>	<b>Defining the focus of Work</b> Identifying problems and challenges	Textbook chapter 11	<i>Do all the homework exercises in chapter 11</i>
(12) & (13) <b>Nov. 11</b> <b>Nov. 18</b>	Establishing goals	Textbook chapter 12 Read the cases of the other groups	<i>Do all the homework exercises in chapter 12 Next section of case distributed Group staff reports 2<sup>nd</sup> case questions due (class 12) Group staffing presentations of cases (class 12) Individual answers to 3<sup>rd</sup> case questions due (class 13)</i>
(14)	<b>Demonstrating Practice Skills</b>		<i>Final video tape due &amp; reviewed</i>

<b>Dec. 2</b>	Review of video tapes		
(15) <b>Dec. 9</b>	Self and course evaluations Final case presentations	Read the cases of the other groups	<i>Self-evaluation of professionalism due Group staff 3rd case questions due Group staffing presentations of cases and discussion of what they learned from working with the cases</i>

#### IV. Required and Recommended Readings

Chang, V. N., Scott, S. T., and Decker, C. (2009). *Developing helping skills: A step-by-step approach*. Pacific Grove, CA: Brooks/Cole Cengage Learning. (Required)  
ISBN-13: 978-0-495-09258-2

*Encyclopedia of Social Work* (Required) Available in Social Work office and library

Rothman, C. R. (1998). *From the front lines: Student cases in social work ethics*.

Boston, Allyn & Bacon. (Recommended). 0-205-27450-1

#### V. Assignments

Skills training is conducted through the use of experiential laboratory exercises. These exercises are dedicated to the mastery of core interpersonal competencies that are basic to effective social work practice. Emphasis will be on cognitive understanding of skills and competence in their application to work with individuals, families, groups, communities, and organization. Class sessions will combine formal lectures, discussion, case studies, video demonstrations, and experiential activities including structured skill practice, and written assignments and exercises. Modeling of skills, practice in skill application, along with feedback and performance critiques will be stressed.

***Student Responsibilities.*** Students will be asked to engage in critiques of their own skills as well as colleagues. Critical feedback is to be given in a constructive and respectful manner.

Throughout the course students will be asked to complete both in-class and out-of-class written exercises and assignments relevant to the topic under study.

Students will be expected to have read assignments prior to class in order to engage in class discussion around application of content. Since much of the learning will be through in-class activities, class attendance is very important. In case of illness or family crises, please notify the instructor before class.

*Summary of course assignments* (detailed directions will be given later)

A. *Level of professionalism* demonstrated in class. Overall evaluation of class participation will take into account the manner and extent to which a student: 1) attends regularly and is on-time; 2) is prepared for the class discussion; 3) shares experiences, viewpoints, and reactions; 4) raises relevant questions and issues; 5) participates in discussion; and 6) gives and uses feedback constructively. You will be given a self-evaluation form. Your self-evaluation and the instructor's evaluation will be considered when assigning your final grade. Since professional class participation is essential, it will be given a maximum of 30 points.

B. *Homework* from the Chang, Scott, Decker book will be graded on a pass-fail basis. Submit homework to the assignment tool via OnCourse by 5 p.m. the day before class in which it is assigned. Our class meets on Tuesday; therefore, homework is due by 5 p.m. on Monday. Homework is worth 10 points for each chapter of homework or a total of 120 points.

C. Each student will be in a task group. Each task group will make a *presentation* on culturally competent practice with an oppressed group (see the list in objective 7). These presentations will be done on during the 4<sup>th</sup> class and are worth 70 points.

D. Each student will write *3 individual case staff reports*. Each report is worth 15 points for a total of 45 points. Individual summaries are due in class 7, 10, and 13 on **October 7, October 28 and November 18**.

E. Based on the above individual case staff reports and additional information, each task group will write group staff reports. Each report will be worth 40 points for a total of 120 points. The reports are due in class 9, 12, and 15 on **October 21, November 11 and December 9**.

F. On the day that the group staff reports are due each group will do a group staff presentation on their case. Each staff presentation is worth 15 points for a total of 45 points. Staff presentations are due in class 9, 12, and 15 on **October 21, November 11 and December 9**.

G. Each student will write one task group summary. This is due 6 days after the group meeting being summarized i.e. the following Monday by 5 p.m. The summary should be emailed to all group members and to the instructor. Worth 15 points.

H. Each student, serving in the role of social worker, will complete a 15-minute *Videotaped interview*. As a part of this assignment, students will submit a complete transcript of the interview along with an evaluation of their performance. Detailed instructions for social worker and client roles will be provided. In individual appointments with the instructor on **December 2, 2008**, these videotaped interviews will be evaluated and graded taking into account the appropriate use of all the skills learned in this class. In your evaluation of your work, you will be asked to identify 1) the extent to which you utilize those interpersonal skills learned in class, 2) strengths and limitations in

your work, and 3) your professional development goals. Grading of your videotape and self-evaluation will involve the following criteria: 1) ability to use basic skills appropriately, 2) accuracy of skill identification, 3) thoroughness and accuracy in analysis of strengths and limitations, 4) level of specificity reflected in the evaluation, and 5) relevance and clarity of goals established for self. More information about this assignment will be given in class. This assignment is worth 135 points.

## VI. Evaluation and Grading

Professionalism	30 points
Homework exercises	120 points
Videotaped Interview	135 points
Presentation	70 points
3 individual case staff reports 15 points each	45 points
3 case group case staff reports 40 points each	120 points
3 case presentations 15 points each	45 points
Task group summary	15 points
Total points	580 points

Formal grades for this course are assigned on an >A+= (Outstanding) through >F= (Fail) basis. Consistent with school policy, a grade of 'C-' or lower in this course represent grounds for dismissal from the Master of Social Work program. .

A+ = 100
A = 94
A- = 90
B+ = 87
B = 84
B- = 80
C+ = 77
C = 74
C- = 70
D+ = 67
D = 63
D- = 60

## VII. Course Polices

*A. Make-up exams, late assignments, and incomplete grades:*

Make-up assignments will be given only in cases of illness or verifiable hardship. If assignments are submitted after the due date, 2 points will be deducted for each day the assignment is late. You can turn in assignments up to one week before the due date, and I will give you feedback on your work.

Consistent with University policy, the grade of I (Incomplete) is warranted only under exceptional circumstances (e.g., illness, family emergency) and when the student has satisfactorily completed two-thirds of the course work. Students should contact the instructor if personal or familial circumstances negatively affect the quality of their academic performance.

#### *B. Plagiarism and cheating:*

Plagiarism is the presentation of another's work as your own. Plagiarism and other forms of cheating are not only illegal but also unacceptable in this class. Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course. To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. Simply including a literature citation in your list of reference is insufficient. You must specifically acknowledge a source each time you use the source, paragraph-by-paragraph, even sentence-by-sentence as necessary. Using direct quotations must be in quotations and referenced. See the Publication Manual of the American Psychological Association (5<sup>th</sup> Edition) for guidelines for in-text references.

Students in the Indiana University School of Social Work Master of Social Work program are expected to reflect congruence with the fundamental values of the social work profession and to conform their behavior to the standards described in the *Indiana University Code of Student Ethics* and the *Code of Ethics of the National Association of Social Workers (NASW)*. Academic dishonesty such as plagiarism and cheating as well as behavior that is unethical or illegal may result in a failing grade in this course and expulsion from the School and University. A student's right to appeal such dismissal is outlined in materials distributed at student orientation meetings.

*C. Students with special needs:* Any student who may need special arrangements or accommodation to meet the requirements of this course is encouraged to contact Adaptive Educational Services, phone 274-3241, TDD 278-2050. Accommodations should be sought as quickly as possible in the course and are the responsibility of the student to pursue.

*D. Student conduct:* Students are expected to conduct themselves as professionals. **Attendance is expected for all classes.** Each class is essential to building your skill as a practitioner and covers some material not covered in other class periods. Students who are frequently late or absent will lose points toward their overall course grade. Students are expected to respect the opinions and feelings of other students, instructors, and guest speakers even though they differ from their own.

*E. Course evaluations:* Course and instructor evaluation is viewed as a fundamental and ongoing responsibility of the professor. Consistent with the School's academic policy, a confidential formal evaluation of the course and its instructor will be completed at the end of the course. In addition, I may ask students to complete a midterm evaluation. I welcome any and all comments about the course and its instruction.

*G. Appointments, office location, telephone number and e-mail address:* The best way to ensure my availability to meet with you is by making an appointment. I will be available half hour before and after class. To email me please use my S504 OnCourse website email. Please also feel free to contact Pam Barrows, Social Work secretary at 765 973-8535. Her office hours are Monday through Friday 8:30 a.m. – 5:30 p.m. She will be able to contact me in a prompt manner and I will then get in touch with you.

**IT'S GOING TO BE A GREAT SEMESTER!!**