

Request of General Education Overlay
Writing Emphasis (WE)

Course # <u>SOCW302</u>	Section(s) <u>All</u>	Title <u>Social Work Practice 2</u>	3 sh
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Sections of courses designated WE are recommended by the department each semester as part of the scheduling process. Completed criteria sheets for each WE course should accompany the proposed schedule of courses submitted to the Deans for approval. Available resources may limit the number of WE courses that can be offered during a semester. For each criterion list from the course syllabus the objectives and activities that fulfill it. Provide examples of actions, procedures, or exercises that illustrate how each criterion will be met. All bullets of the criteria must be met. Please type.

Criteria for Writing Emphasis (WE)

The purpose is to maintain the writing skills developed in the first-year composition course.

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> Enrollment in WE courses is limited to twenty-five students (with twenty-two as a target). 	The course is capped at 22 students.
<ul style="list-style-type: none"> Practice writing within the discipline through, but not limited to, the following contexts: informal in-class writing, discipline-focused essays, and essay exams. Essay exams alone do not constitute a writing emphasis class. 	Students are required to write 10 reflective papers during the semester that address objectives 2,5,7,8 & 10. Students conduct qualitative research and write a paper describing their research and findings, which addresses objectives 3, 6, 8 & 9. Another written assignment is a family interview and assessment paper that addresses objectives 2, 4, 5 & 9. In class students write psycho-social assessments including worker client interaction techniques, which address objectives 1,4,5,8 & 10. There is a midterm and final, which are primarily essay and address all the objectives for the course.
<ul style="list-style-type: none"> Receive writing training through instructor modeling, sample essays, discussion, lectures, and/or instructor-student conferences. Writing conventions particular to the discipline should be emphasized. 	Students are expected to submit all written work in the format developed by the American Psychological Association (APA), when applicable. The instructor reviews the guidelines regarding APA format and provides written feedback about it. Students may resubmit their research paper and the family interview and assessment paper after receiving instructor training and feedback. Students are also provided with sample papers to use as a guide. The in class assessments and interactions are peer reviewed based on criteria needed for quality documentation in the social work field. As students make common errors in writing, the instructor will address them with the whole class. These activities and assignments illustrate objectives 2, 9 and 10.

<ul style="list-style-type: none">• Revise a portion of his/her writing by applying suggestions from the instructor, comments from peer review editors, and/or advice from Writing Center tutors.	<p>Students are encouraged to resubmit their qualitative research papers and their family interview and assessment papers based on the feedback received from the instructor. It is expected that the qualitative research paper will be submitted for review and comments from the instructor at least twice before the final product is submitted. Students receive peer review and instructor comments on in class exercises designed to enhance the students' ability to write professional assessments and plans. Students are referred to the Writing Center to receive assistance in enhancing their writing skills as needed. Objectives addressed by these activities and assignments are: 6 & 9.</p>
<ul style="list-style-type: none">• Demonstrate writing proficiency, which the instructor will evaluate as a percentage of the final course grade.	<p>For all of the course assignments and exams, students must demonstrate writing proficiency. The rubrics for each of the assignments reflect that the student must demonstrate mastery of writing in order to earn a C or above.</p>

LOCK HAVEN UNIVERSITY
COURSE SYLLABUS
SOCIAL WORK PRACTICE II

I. Introductory Information:

- (A). Department: Department of Sociology, Anthropology, Social Work, Geography and Criminal Justice
- (B). Departmental Catalogue Number: SOCW302
- (C). Course Title: Social Work Practice II
- (D). Credit in Terms of Semester Hours: 3
- (E). Clock Hours Per Week: 3
- (F). Overlays: None
- (G). Restrictions Upon Student Registration: This course is reserved for social work majors who have completed Human Behavior and Social Environment and Social Work Practice I.

II. Description of the Course:

This course is the second of two integrated practice courses which provides an intensive analysis of social work practice processes. Focusing on the interactional processes of the social work interview and on the interdependence of social systems, the professional role and task activity of the beginning-level social work generalist is studied within the context of the ecological systems perspective. Utilizing the single-system research model, students are taught the value of qualitative research as a means of achieving knowledge about the effectiveness of various modes of intervention and as a mechanism for evaluating practitioner performance.

III. Exposition:

- (A). Objectives: at the end of the course students should be able to:
 - 1. understand the dynamics of complex problems by identifying multiple interrelated causal factors, problem boundaries and resource assets and deficits.
 - 2. develop and sustain productive professional relationships with systems of various size and complexity to effect improved systemic transactions.
 - 3. demonstrate an understanding of interviewing and other data collection processes, including single-system design, to assist in professional evaluation and the selection and utilization of major social work strategies of intervention.
 - 4. understand the importance of utilizing the professional literature to become cognizant of current research findings.

5. understand the need to utilize the data acquired from practice observations, and personal and professional research studies for advocacy oriented policy change within various individual, group, family and community systems.

(B). Activities and Requirements:

Each student is expected to attend all classes, complete the assigned readings, contribute to class discussion and role-play and submit a term paper which focuses on a topic of relevance to a direct service beginning-level generalist practitioner. This paper should provide an in depth discussion of the role and task activity required of a generalist social worker dealing with this problem. The paper should include a discussion of the manner in which single-system research has been or could be used to improve service delivery.

Students are also required to participate in party and gifts projects at a community agency. Students are expected to volunteer at a community agency or institution for at least one hour each week. Logs describing the student and "client" weekly contacts must be maintained.

(C). Major Units and Time Allotted:

Unit 1. The Interactional Model and the Ecological Perspective 2 weeks

This unit examines the major premises of Shulman's Holistic Theory of Social Work Practice and explores the core concepts regarding the interactional model of helping. Core social work values and problem solving strategies are examined. The problems of individuals, groups and families are viewed as dysfunctional inter-systemic transactions which can be ameliorated, prevented or resolved when the social worker uses intervention strategies skillfully that are appropriately correlate to problematic situations.

Among the issues which are explored are the symbiotic assumption, the client as an interactive entity, the strength perspective and the need to understand the impact of external and internal oppression on the behavior of members of minority groups.