

Syllabus

SOWK 440 Social Work Practice I: Individuals & Families (3 credits)

COURSE DESCRIPTION

Together, Social Work Practice I-III (SOWK 440, 450, 460) prepare students to engage in generalist practice at the micro (individuals and their families), mezzo (groups and organizations), and macro (communities) levels. This first course in the sequence provides foundations for social work practice at the micro level, including interviewing and relationship-building skills, case assessment, evidence-informed intervention strategies for positive change, and outcomes evaluation. The course emphasizes the value of inter-professional collaboration in addressing human needs. *Prerequisites: SOWK 301 Introduction to Social Work, SOWK 401 Social Welfare Theory, SOWK 402 Social Welfare Policy.*

REQUIRED TEXTS & RESOURCES

Miley, K., O'Melia, M., Dubois, B. (2017) *Generalist social work practice: An empowering approach*. USA: Pearson. ISBN 9780133948271

NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can found at www.point.edu/bookstore.

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Getting Started	Introduce Yourself Forum	Due Sunday
Week 1		
	Social Work Practice Perspectives	
	Reading: Chapters 1, 2, 3	
	PowerPoints: Chapters 1,2, 3	
	Threaded Discussion: Core Values of Social Work	Week 1, Day 5

	Assignment: Journal Video Forum – White Privilege https://www.youtube.com/watch?v=4sCvBlb6JP0	Week 1, day 5
	Assignment: Application Learning Activity - Opportunities, Risk, and Resilience	Week 1, day 7
	Assignment: Short Paper - Faith Integration	Week 1, Day 7
	Group Case Study Interaction Forum	Week 1, Day 7
Week 2		
	Empowerment and the Generalist Social Worker	
	Reading: Chapters 4, 5	
	PowerPoints: Chapters 4, 5	Week 2, Day 5
	Threaded Discussion: Client's Perspective	Week 2, Day 5
	Assignment: Journal Video Forum- Empowerment Approach, https://www.youtube.com/watch?v=Uw5qLiQERBq	Week 2, day 7
	Assignment: Application Learning Activity - Empowerment Based Social Work	Week 2, Day 7
	Assignment: Short Paper -Faith Integration	Week 2, Day 7
	Group Case Study Interaction Forum	Week 2, Day 7
Week 3		
	Engagement	
	Reading: Chapters 6, 7	
	PowerPoints: Chapters 6, 7	
	Threaded Discussion: Ethical Boundaries	Week 3, day 5
	Assignment: Journal Video Forum – Earning Trust, https://www.youtube.com/watch?v=4BsyZOdNXc	Week 3, Day 5
	Assignment: Application Learning Activity – Communication Challenges	Week 3, Day 7
	Assignment: Short Paper - Faith Integration	Week 3, Day 7
	Group Case Study Interaction Paper	Week 3, Day 7
Week 4		
	Defining Direction through Engagement	
	Reading: Chapter 8	
	PowerPoint: Chapter 8	
	Threaded Discussion: Transforming Problems into Goals	Week 4, Day 5
	Assignment: Journal Video Forum – Why We Commit Suicide, https://www.youtube.com/watch?v=4BsyZOdNXc	Week 4, Day 5
	Assignment: Application Learning Activity/Issues of Safety	Week 4, Day 7
	Assignment: Short Paper - Faith Integration	Week 4, Day 7
	Exam I: Weeks 1 - 4	Week 4, Day 7
	Group Case Study Interaction Forum	Week 4, Day 7
Week 5		
	Assessment: The Discovery Phase	
	Reading: Chapters 9, 10, 11	
	PowerPoints: Chapters 9, 10, 11	
	Threaded Discussion: Client Strengths	Week 5, Day 5

	Assignment: Journal Video Forum- S.M.A.R.T. Goals, https://www.youtube.com/watch?v=1-SvuFIQjK8	Week 5, Day 5
	Assignment: Application Learning Activity, Social History	Week 5, Day 7
	Assignment: Short Paper- Faith Integration	Week 5, Day 7
	Group Case Study Interaction Forum	Week 5, Day 7
Week 6		
	The Development Phase - Intervention	
	Reading: Chapters 12, 13, 14	
	PowerPoints: Chapters 12, 13, 14	
	Threaded Discussion: Political Ideologies	Week 6, Day 5
	Assignment: Journal Video Forum – Self Care, https://www.youtube.com/watch?v=vJ5fqsWskkE	Week 6, Day 5
	Assignment: Application Learning Activity – Validating Client's Experiences	Week 6, Day 7
	Assignment: Short Paper - Faith Integration	Week 6, Day 7
	Group Case Study Interaction Forum	Week 6, Day 7
Week 7		
	Evaluations and Endings	
	Reading: Chapters 14, 15	
	PowerPoints: Chapters 14, 15	
	Threaded Discussion: Integrating Practice and Research	Week 7, Day 5
	Assignment: Video – Journal Video Forum - Strength Enhancing Evaluation Research, https://www.youtube.com/watch?v=GEubejt8oUg&noredirect=1	Week 7, Day 5
	Assignment: Application Learning Activity/Follow-up on Unplanned Exits	Week 7, Day 7
	Assignment: Short Paper - Faith Integration	Week 7, Day 7
	Group Case Study Project	Week 7, Day 7
	Exam II: Weeks 5 - 7	Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments		Points Possible
Introduce Yourself Forum		5
Threaded Discussions	(7 @ 20pts)	140
Assignment: Journal Video Forums	(7 @ 50pts)	350
Assignment: Application Learning Activities	(7 @ 50pts)	350
Assignment: Short Papers	(7 @ 50pts)	350
Exams	(7 @ 50pts)	350
Group Case Study Interactions	(6 @ 10pts)	60
Group Case Study Project	200pts	200
Total Points:		1,805

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar (<http://point.edu/academic-calendar>).

COURSE LEARNING GOALS & OBJECTIVES

Goal 1: Upon completion of this course, students shall be able to demonstrate self-awareness and the competent use of self in professional interactions with clients		Program Objective(s)
	Objective 1.1: Students will be able to articulate values and ethics underlying empowering social work relationships.	
	Objective 1.2: Students will be able to collaborate with clients to write case plans that include positively oriented goals, measurable objectives, and achievable action steps.	
	Objective 1.3: Students will be able to guide conversations with clients toward strengths and solutions.	
	Objective 1.4: Students will be able to conclude relationships with clients in ways that stabilize change and encourage independence.	
	Objective 1.5: Students will be able to integrate the dynamics of generalist practice theories and concepts in addressing the needs of clients with biblical and theological insights.	
Goal 2: Upon completion of this course, students shall be able define generalist social work practice as an integration of policy, practice, and research.		

	Objective 2.1: Students will be able to implement the strengths perspective with clients of diverse backgrounds as influenced by the intersectionality of multiple factors such as age, class, color, culture, disability, ethnicity, gender, gender identity and	
	expression, political ideology, race, religion, sex, and sexual orientation.	
	Objective 2.2: Students will be able to implement dialogue skills to articulate client situations in concrete and goal directed ways.	
	Objective 2.3: Students will be able to describe how the strengths perspective and the empowerment method for generalist practice promote social justice.	
	Objective 2.4: Student will be able to determine effective strategies to activate client system resources through resource management, education, and consulting activities.	
	Objective 2.5: Students will be able to utilize accepted research methods to evaluate practice effectiveness.	

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for

submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be

considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences. The full attendance policy is found in the catalog (<https://point.edu/catalogs>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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