

**University of New England
Westbrook College of Health Professions
SCHOOL OF SOCIAL WORK**

**SSW 526 – Integrating Clinical/Community Practice Frameworks
Summer 2019**

INSTRUCTOR: Nancy Shore
EMAIL: nshore@une.edu
OFFICE HOURS: Email to schedule a meeting.

COURSE CREDITS:
3 CREDITS

CLASS TIME / CLASSROOM:
Monday, August 12 – Friday, August 16, 2019, 9 – 11:50 a.m., Blewett 108
Monday, August 19 – Friday, August 23, 2019 - Online

COURSE DESCRIPTION:

SSW 526 - Integrating Clinical / Community Practice Frameworks

Integrating Clinical / Community Practice Frameworks (SSW 526) is a required course of students enrolled in the MSW/MSWO program as Advanced Standing. It is designed to introduce social work scholarship, values, and skills embedded in the UNE School of Social Work vision and mission that envision a world where social workers are at the forefront of advocating with individuals and communities for human dignity, social inclusion, and efforts to end inequalities, exploitation, and violence. Course content fully integrates clinical (micro) and community (macro) perspectives and practices with an emphasis on cultural, relational, and evidence-based competencies. This course serves as a bridge to the concentration year of the MSW program by preparing new students for the advanced curriculum.

PREREQUISITES:

Admitted as Advanced Standing (SADV)

WCHP CORE VALUES:

Collaboration
Leadership
Critical Thinking

PROGRAM OUTCOMES:

Graduates of the UNE SSW will demonstrate knowledge, skills, and leadership in the following:

1. Practice social inclusion to enable people, populations, and communities to fully participate in society, enhance human bonds in the context of cultural diversity and ensure improved quality of life and equitable resource distribution. EPAS Competencies 2, 3 & 5
2. Engage in culturally-informed relationship building respectful of the complexity and diversity of contexts and circumstances. EPAS Competency 2
3. Utilize theories of human behavior, social systems and social inclusion when offering interventions with people and their environments. EPAS Competencies 7, 8, & 9
4. Promote ethical reflection, critical consciousness and shared decision-making based in social work values and with consideration of the broader contexts of the world in which we live. EPAS Competency 1
5. Balance the roles of helpers, activists, and advocates through collaboration with communities to build healthy and sustainable resources. EPAS Competencies 3, 5, & 6
6. Engage as critical consumers and producers of research and evaluation applied to clinical and community practices. EPAS Competencies EPAS Competencies 4, 8 & 9
7. Practice person-centered and collaborative community partnerships across diverse settings. EPAS Competency 6

COURSE OBJECTIVES:

Upon successful completion of this course, the student will be able to:

1. Demonstrate self-reflective practice that includes awareness and integration of personal, professional, social, economic, political, and cultural forces that promote and/or impede social inclusion and compassionate client-centered practice. **Program Outcome 4**
2. Demonstrate collaborative relationships using empowering, relational, and organizational change theories for practice with client systems, colleagues, community partners, and organizations. **Program Outcome 3**

3. Identify the use of research findings to select and critically evaluate practice and service delivery with individuals, families, groups, communities and organizations which will create micro, mezzo and macro level intervention strategies. **Program Outcome 6**
4. Apply prevailing ideological concepts of class, gender, ethnicity, and sexual orientation that permeate social inclusion with individuals, groups, and communities. **Program Outcome 1**
5. Demonstrate an understanding of historical and contemporary social and economic inequities and how they impact individuals, families, populations, and communities. **Program Outcome 1**

ACCREDITATION STANDARDS ADDRESSED:

EPAS 1 - Demonstrate Ethical & Professional Behavior

EPAS 4 - Engage in Practice-Informed Research and Research Informed Practice

EPAS 7 - Assess Individuals, Families, Groups, Organizations, and Communities

REQUIRED TEXT: READ PRIOR TO STARTING THE COURSE

Duncan, C., (2015). *Worlds Apart, Poverty and Politics in Rural America* (2nd Edition). Yale University Press.

RESPONSIBILITIES (faculty and learner):

It is the responsibility of the instructor to present and lecture, lead class discussion, lead self-awareness and skill-building exercises, provide simulated role-plays, videos, guest speakers, and group consultation. Critical discourse is a vital component of the human learning experience. In this course the key element of all assignments is the demonstration of critical thinking and application of content to social work practice. Student and instructor discussions will occur through blackboard discussion boards and in-person when on campus, both are equally important to the learning process in this course. Specific topics and learning activities will be assigned and students will engage with each other and with the instructor in creative and diverse conversations. These are designed to promote application of the content that is assigned. The instructor will look for demonstration of critical thinking and application of content and respond to students individually and as a class to help refine, enhance, and clarify skill acquisition and performance.

Although the instructor is responsible to introduce, organize, and explain course content, students are expected to take responsibility for the analysis and application of content to their learning needs. In the School of Social Work, students are viewed as adult learners committed to a rigorous academic process. Students and instructor will participate in developing an enriching classroom environment, one that fosters respectful discourse, appreciation for diverse and different experience, and encourages an atmosphere of curiosity, critical thinking, and alternative inquiry. I encourage students to engage in reciprocal feedback with each other and with me (in class or 1:1) about communication styles, learning needs, course evolution, and the classroom environment.

Specific expectations of students include:

1. Prepare for class including completing assigned readings and pre-work prior to coming to class.
2. Participate actively in class activities; you will be expected to take risks in this class and try things you have not tried before, practice is key to learning new skills.
3. Be self-reflective and invite feedback from classmates and the instructor.
4. Communicate with the instructor any ideas, concerns, or changes affecting class design, participation, or assignment completion.

COURSE REQUIREMENTS:

In-person class participation-10%

Class participation is an expectation. Students preparing for advanced level social work practice will be encouraged to lead class discussions on a variety of topics throughout face-to-face class meetings.

Written assignments – 65%

The major writing assignment in this course are a: 1) two-part journal assignment titled “How Do I Know Who I Am?”, and 2) theory application paper.

JOURNAL:

This assignment is a critical and thoughtful examination of your awareness and understanding of yourself, the world, and “correspondences and contradictions” based on Mary Ellen Kondrat’s (1999) model for practitioner awareness. Prior to writing your journal, please read:

- Kondrat, M. E. (1999). Who is the “self” in self-aware: Professional self-awareness from a Critical Theory Perspective. *Social Service Review*, 73(4), 451–477.

Each part of this assignment will be submitted as a separate journal entry that does not require an abstract. You are required to tie in at least two relevant course or other materials to strengthen the paper. Be sure to use proper APA formatting for citations and references. Purdue Online Writing Lab is an excellent source for APA guidance (https://owl.purdue.edu/owl/purdue_owl.html).

JOURNAL Part 1: “The World” - Due Wednesday, August 14th by 11:59 p.m. (15%)

The first part of this assignment you will examine the world that you inhabit. This should be no longer than three pages, double spaced. When writing this first part, students have found it helpful to reflect on the following questions. **You are not required to answer each of these questions explicitly.**

Questions about “The World”:

- What are the structures of society related to power, inequality and marginalization? On what basis are these structures rationalized by members of society? What social behaviors, values or assumptions hold such structures in place?
- Who benefits from such structural arrangements and who loses?
- In what ways do people’s assumptions and activities contribute to the maintenance or transformation of such social structures?

JOURNAL Part 2: “My World” and “Analysis of My World with Respect to the World”- Due Sunday, August 18th by 11:59 p.m. (20%)

The second part of this assignment is an analysis of yourself in relation to the world around you. This should be no longer than four pages, double spaced. Students have found it helpful to reflect upon the following questions when writing this part. **You are not required to answer each of these questions explicitly, but please respond to at least two of them from “My World” and three from “My World with Respect to the World.”**

Questions about “My World”:

- What do you believe about yourself and your place in the world?

- How do these beliefs about yourself and your place in the world relate to people like you or different from you?
- What assumptions and values do you hold about the social world and its structures, including structures of inclusion and exclusion?
- What is your understanding about how to act in relation to someone who belongs to a different class, race, status and so forth? From what sources did you learn these social lessons?

Questions about “Analysis of My World with Respect to the World”:

- In what ways are your values, beliefs, attitudes, assumptions and self-understandings reflections of economic, social, educational or other systems?
- To what extent do you accept or accept uncritically the values, beliefs, assumptions and prescriptions that are a result of your socialization into particular communities?
- To what extent do you accept the structures of society as unproblematic, especially structures related to power and privilege? To what extent are you able or willing to raise questions about them?
- Are there inconsistencies or distortions between your beliefs/assumptions and the concrete conditions of individual and group life? How do you account for these contradictions?
- Are there contradictions between your avowed intentions or values and the outcomes of your activities?

THEORY APPLICATION PAPER due Wednesday, August 21 by 11:59pm EST (30%)

Your final written assignment for the course is a 4-6 page, double-spaced paper that require at least 3 references to external (not course assigned) or assigned readings. References are not counted as part of the page requirements. No abstract needed.

For this assignment you are to select one of the listed films and analyze the film from two theoretical perspectives (e.g., psychodynamic perspective, transpersonal theory, feminist theory). For example, you could select *Ma Vie en Rose* and analyze the principal characters from both empowerment and psychodynamic theories. Do not summarize the film in a descriptive or non-critical manner. Instead you must critically apply course content and other relevant sources to your selected film. This may entail an analysis of one or more characters, their relationships, or an assessment of the interaction between person and the social environment. You must reflect upon how the theories you selected raise similar and/or different considerations in your analysis. Be sure to include why these similarities and differences emerge, and what this raises in terms of the value and importance of critically

understanding theories of human behavior. The paper will demonstrate your understanding of the selected theories. Movie options:

- Ma Vie en Rose
- Maria Full of Grace
- Still Alice

You will be asked to post your paper to the discussion board by Wednesday, August 21. Small groups will be formed on the discussion board based upon which film people have analyzed. The final discussion board requires you to read your peers' papers and reflect upon the similarities and differences observed across papers, and what this tells us regarding the role of theory. Given students' papers inform the final discussion boards, no extensions are allowed for this assignment.

Online Discussions: 25%

- **Monday, August 19th – Social Work Perspective on Theories– 5 points**
 - Initial Post Due Monday, August 19th by midnight
 - Final Post Due Tuesday, August 20th by midnight
- **Tuesday, August 20th – Case Study – Janelle – 5 points**
 - Initial Post Due Tuesday, August 20th by midnight
 - Final Post Due Wednesday, August 21st by midnight
- **Wednesday, August 21st**
 - **Post your theory application by 11:59pm EST**
 - **Groups/Organization Case Study – 5 points**
 - Initial Post Due Wednesday, August 21st by midnight
 - Final Post Due Friday, Thursday 22nd by midnight
- **Thursday, August 22nd--Theory Application – 5 points**
 - Initial Post Due Thursday, August 22nd by midnight
 - Final Post Due Friday, August 23rd by midnight
- **Friday, August 23rd – Citizens of the World - 5 points**
 - One post by Friday, August 23rd midnight

EVALUATION: Evaluation strategies with grading policy

Grading and Feedback Method: Assignments that are graded will be reviewed by the instructor

and comments will be noted on the assignment. The key element of all assignments is the student's demonstration of critical thinking and application of content to social work practice. Mere completion of a course assignment should not be the goal for any student. Advancing understanding and the ability to implement that understanding in effective practice should be the aim of all in the course. Feedback from fellow faculty and classmates should be based on curiosity and critical analysis, focused on moving understanding to broader and deeper levels, and respectful.

Due Dates: Due dates for all learning activities are provided in the "**Course Schedule.**"

GRADING – The following grading scale will be utilized:

94 – 100	A	4.00
90 – 93	A-	3.75
87 – 89	B+	3.50
84 – 86	B	3.00
80 – 83	B-	2.75
77 – 79	C+	2.50
74 – 76	C	2.00
70 – 73	C-	1.75
67 – 69	D+	1.50
64 – 66	D	1.00
< 64	F	0.00

POLICIES

ATTENDANCE / PROFESSIONAL BEHAVIORS:

Professional behaviors include attendance, punctuality, attitude, preparedness and participation in class discussions. Social work practice courses by their very nature require frequent student participation and interaction. Face-to-face class meetings include a variety of interactive activities and assignments; students may be paired with others or placed in small groups for problem solving and practice learning activities. Students are expected to arrive on time for class and to have completed preparatory assignments outlined in the syllabus. Life has a way of taking over at times, so to account for the unexpected students may miss one on campus class during the two weeks. Subsequent absences may result in a 5% (half-a-letter grade) reduction in your final grade for each additional absence.

Completion and Submission of Coursework:

Assignments and discussion posts should be submitted no later than their due date. If you anticipate any difficulty in meeting an assignment or discussion deadline, please let me know as much in advance as possible. If you do not have prior approval to submit the journal entries late, you will receive a 10% point deduction for each day it is late. Please note that there is no extension allowed for the Theory Application paper and missing the deadline will result in 0 points for the assignment. Please submit written assignments to via email (nshore@une.edu). Extensions beyond the end of the semester will be given in accordance with the school's *Incomplete Policy* -- see the student handbook for details. Please note that grades of *Incomplete* are discouraged and given only under emergency circumstances. According to the student handbook the maximum period before an Incomplete becomes an F is 6 weeks. **Please note, that this course is a pre-requisite to the course you're are scheduled to start in the Fall semester. Failure to complete or pass this course will result in a delay of your progression in the program.**

Online and On Campus Participation:

Meaningful participation is expected of any student who enrolls in this course. All students' learning will be affected by the quality and quantity of participation. Quantity does not equal quality. In fact, it often is a substitute for quality. Discussion comments, online and in person, should provide a critical analysis of the topical materials and a demonstration of the depth of your understanding. A critical analysis is a reasoned discussion of the material presented and a questioning of the various theories, definitions, evidence and implications for practice and/or policy. Any student who does not participate in a meaningful manner potentially is affecting other students' learning. Meaningful Participation is required to receive credit for the course. The definition of Meaningful Participation is that your comments must be: related to the course topic under discussion; respectful; and, grammatically correct.

Assignment Format:

Written assignments should be in 12-point font, double-spaced, *proofread* and in APA format. If you need assistance in the use of APA format (no running head or abstract needed), contact the Student Academic Success Center in Proctor 102 or at 221-4247. Please note that spell checking is not the same as proofreading. *Students should do both*. Also, be aware that material obtained from the Internet should be referenced and limited to recognized scholarly, academic, or client/consumer-oriented sources (such as journals, information from advocacy oriented organizations, etc.).

ACADEMIC INTEGRITY:

The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contribution of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable. Charges of academic dishonesty will be reviewed by the dean of the appropriate College and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England. Academic dishonesty includes, but is not limited to, the following:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information;
2. Fabrication or falsification of data, results, or sources for papers or reports;
3. Actions that destroy or alter the work of another student;
4. Multiple submissions of the same paper or report for assignments in more than one course without permission of each instructor;
5. Plagiarism: the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own.

<http://www.une.edu/studentlife/plagiarism/index.cfm>

STUDENT ACCESS CENTER:

UNE seeks to promote respect for individual differences and to ensure that no person who meets the academic and technical standards requisite for admission to, and continued enrollment at, the University is denied benefits or subjected to discrimination at UNE solely by reason of his or her disability. Any student eligible for academic accommodations due to a documented disability is encouraged to speak with the professor in a timely manner. Registration with UNE Student Access is required before accommodation requests can be granted. Student Access on the Portland campus is located in the lower level of Ginn Hall and may be reached by calling 221-4418. Student Access on the Biddeford campus is located in the lower level of Stella Maris Room 131 and may be reached by calling 602-2815.

<http://www.une.edu/studentlife/student-access-center>

WCHP COURSE AND INSTRUCTOR EVALUATION POLICY:

Course and instructor evaluations are important tools for evaluating the quality of your education, and for providing meaningful feedback to course instructors on their teaching. In order to assure that the feedback is both comprehensive and precise, course evaluations are a

required element of every course. Students who complete all their evaluations on time will have access to their grades as soon as they are available. For those students who do not complete their evaluations, grades will be masked for approximately two weeks.

CANCELLATION/ DELAY POLICY:

Occasionally, severe weather can cause cancellations or delays. Announcements are made by 6:30 a.m. based on conditions at the University and the immediate surrounding area after consulting with the weather service. Please call (207) 602-2211 to access UNE's voicemail on storm days. A short message will inform you if the University is open, closed, or delayed. These announcements can also be accessed at myUNE.edu, and through local television stations. The University's decision to cancel classes and/or activities later in the day, evening, or weekends due to inclement weather will be made at least two hours prior to the class or event. Unless UNE announces a closing via the media, we are open. In certain circumstances, faculty may elect to cancel classes when the University is open. In this case, they are responsible for informing their students in a timely manner.

SUBJECT TO CHANGE STATEMENT:

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is the student's responsibility to be aware of changes presented by the instructor.