



UNIVERSITY of HOUSTON UNIVERSITY of HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK

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COURSE TITLE/SECTION: SOCW 6306/23780 Social Work Practice Skills Lab

TIME: Thursday 6:00pm-9:00pm Room SW 107B

FACULTY: Ginger Lucas, LMSW

OFFICE HOURS: Tuesday 10am-1pm, Thursday 5-6pm,
Saturday 12pm-1pm, by appointment on other days.
Please submit appointment request via e-mail

E-mail: vlucas@central.uh.edu

Phone: 713/743-8399

I. Course

A. Catalog Description

Emphasizes the acquisition and development of practice skills in communication and problem- solving for all levels of social work practice.

B. Purpose

The social work practice skills lab is required of all students as part of the foundation semester. This course focuses on the development of skill sets necessary for generalist social work practice across the broad range of practice arenas and client systems including, but not limited to: individuals, families, groups, organizations, communities, community groups, legislative groups, and boards.

II. Course Objectives

Upon completion of this course, students will be able to:

1. Develop a conscious and deliberate use of self-awareness and the ability to selectively access various dimensions of self in social work practice
2. Develop skills of engaging, establishing rapport and relationship-building
3. Demonstrate basic interpersonal communication skills (e.g., attending, providing feedback, encouraging, active listening, and empathic and expressive communication) across all systems such as those indicated above in the course purpose.
4. Demonstrate advanced interpersonal communication skills in either micro or macro settings (e.g., probing, questioning, contracting,

partializing, going beyond what is said, reflecting, complex communications, advocating for clients' issues)

5. Demonstrate an understanding of the influences of various cultural dimensions on communication.
6. Demonstrate basic interviewing skills across systems, including preparation for and the structuring of interviews
7. Demonstrate skills in data gathering; note-taking and recording; and documentation
8. Identify and apply problem-solving strategies at all levels of practice
9. Identify and discuss the educational and professional roles of students and field instructors based on Field Practicum I experiences.

III. Course Content

To include whatever content instructor wants regarding the specific content areas to be covered by the course. This section does not need to be uniform across course sections or classes. This section should begin with the following wording:

This course will include the following topical (content) areas:

1. Self-Exploration and Self Awareness
2. Professionalism and Ethics
3. Basic Interpersonal and Communication Skill Development
4. Cultural Awareness in Communication and Relationship Building
5. Social Work Interviewing and Data Collection
6. Establishing Rapport
7. Exploring, Assessing and Contracting/Goal Setting with Clients
8. Evaluating Goals and Documentation in Social Work Practice
9. Personal and Professional Growth Evaluation

IV. Course Structure

This is a participatory laboratory during which numerous exercises will take place. Absences are not allowed and could result in failure of the course. Class members are expected to be present and to fully participate in the laboratory, including self- assessment in EACH session. Attendance, skills practice and demonstration in class constitute critical participation necessary for success in this class. A field specific discussion will be required and allows students an opportunity to focus on integrating field practicum experiences with knowledge, skills and values learned in the online environment and classroom.

The syllabus, all assignments and reading materials (with exception of Cournoyer book) are maintained in Blackboard Learn. An orientation to accessing this course will be given the first day of class. In order to complete this class, you must have access to a computer with internet access as well as a video recording device. If you do not have these items, your success in this class may be effected. Many local public libraries offer free use of computers with internet services and video recording devices.

V. Textbooks

Cournoyer, B.R. (2014). *The social work skills workbook* (7th ed.) Belmont, CA: Brooks/Cole.

The full textbook can be rented or ordered online or purchased at the UH Bookstore.

VI. Course Requirements

Assigned Reading and Associated Quizzes (25%)

Students are expected to have read the assigned material prior to coming to class. Failure to read will make it difficult for you to participate in practice activities in class. There will be a total of 5 quizzes, for a total value of 25% of the final grade. The quizzes will be taken from home on blackboard and will be timed. Although you can use your book to take the quizzes, the questions will ask you to apply core concepts. Last minute reading will be reflected in your grade. There will be a window of opportunity to take quizzes as designated in the Course Schedule. Make-ups for quizzes are generally not granted except in rare circumstances and will left up to the professor's discretion.

Video Practice Interviews (15%)

Students will be assigned a case study. Students will find a partner from class to act as a "client" in the video. Using the case study, students will record a **5-8 minute session** practicing the skills that are described in the Video 1 self-assessment form. These clips will be uploaded to a private YouTube account and all students in the class will have access to view the videos. The first video is a practice video to demonstrate skill level in the beginning stages of development. It will be 5% of your total grade and will be graded Pass/Fail. A rubric for this assignment is provided.

The second video is assigned later in the semester and is a continuation of the first video. This assignment is designed for you to demonstrate a more complex understanding of social work practice skills. Students must complete a video and upload a 5-8 minute clip of their work for evaluation on the secure YouTube server. The second video is a total of 10% of the final grade and requires completion of a process recording for which a template is provided. A rubric for the process recording is provided.

Video-Client Contracting (10%)

Integrating your knowledge of client assessment, goal formulation and evaluation, students will write a service contract with the client developed in the video. Students will Watch video 2 and develop a service contract for the client they interviewed. See chapter 11, table 11.7 in Cournoyer for a full description of a social work contract and its components. See rubric for information on grading.

Field Placement Journals (20%)

You will be required to complete 2 structured journal entries. Each journal will be worth 10% of your final grade for a total of 20%.

Journal 1: Interview your field supervisor if he/she is a social worker. If your field supervisor is not a social worker, interview a social worker at your agency or at an agency in town that reflects your interests. In 3-5 pages, write up a description that answers the following questions:

1. What work do you currently do?
2. How do social workers in the agency make a difference?
3. How would you describe the culture of the agency?
4. What practice skills do you consider to be most essential to your work?
5. What aided them in the development of those skills?
6. In school, did you concentrate your studies on Macro or Micro practice?
7. What training/skills do you wish you had while in school that would help you in your job today?
8. What do you consider to be the most challenging aspect of your work?
9. What effects do social policy or organizational policy have the job that you do?
10. Does the agency encourage self-care? If so how? If not, what are the barriers to implementing self-care practice?

Journal 2: Complete the Video 2 Self Assessment form. Integrating knowledge from the textbook and information gained from your completed Self Assessment, review your social work practice skills comparing video 1 and 2. This can be done using bullet points. However, please include a one paragraph summary identifying strengths and limitations and largest areas of practice skills growth.

Genogram (5%)

Assignment description: The purpose of this assignment is for you to familiarize yourself with a social work assessment tool and for you to begin to look at multigenerational patterns that exist within families. Before constructing your personal genogram, you will complete the required reading. These readings will give you an idea of how to construct a genogram, how to track family patterns, including family facts, family functioning, family relationships, dynamics and roles, life transition, events, traumas, etc. After constructing your personal genogram, you will then write a 1-2 page write up describing the intergenerational patterns you identified in your genogram.

Participation (15%)

Participation is mandatory. Fifteen percent (15%) of the participation grade will

be determined by the students' engagement in face to face class and ability to demonstrate professional behavior and communication with the instructor and other students in the class.

Integrative Paper (10%)

The purpose of this final paper is to assist you in integrating foundation content in HBSE, Policy, and Practice as they relate to your research question and field practice experience. Specific instructions for the paper will be provided.

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

A =	96-100% of the points	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements.

Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course.

The grade of "I" may not be changed to a grade of **W**.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by

the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. Course Schedule and Reading Assignments

See attached schedule below

XI. Consultation

In person consultation or consultation through skype can be arranged with the professor. However, please feel free to contact the professor by email or phone.

XII. Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.

XIII. Expectation for Maintaining a Safe and Respectful Learning Environment

To include any additional information the instructor wishes to provide to students, such as guidance regarding course expectations, use of Blackboard, use of electronic devices, classroom behavior, etc.

A. Cell Phones, Pagers, iPads/Tablets, and Laptops

During class meetings, students are asked to turn off (or activate the vibrate mode) cell phones and pagers during class time. Disruptions of this nature compromise the academic process. Laptop use is NOT allowed during class time. This is a practice class and as such there will be little lecture time and there is no need for a computer in class. If you have extenuating circumstances or ADA accommodations that prevent

you from complying with this, please advise the instructor of your situation.

B. Classroom Behavior

The GOLDEN RULE for expected behavior in the classroom and the online environment is to be respectful of yourself and your colleagues. By virtue of the nature of our profession, we will often engage in content and discussions in this course that elicit varied opinions, perspectives, and emotions. This will provide a well-rounded educational experience for all of us, and we will practice and demonstrate the core values of social work. Please review the foundation policies and student standards as these will be followed by all instructors.

XIV. Structured Format for Skills Development

This course is designed to prioritize skills development. The class incorporates instruction on social work knowledge and integration of skills simultaneously. In order to be successful in this class, it is critical that you complete all activities and assignments by the deadlines. Class time will be structured to involve the following:

- a. Experiential Exercise and subsequent processing—unique experiential activity designed or selected to simulate practice / interaction experiences that are directly related to the content for the day / foster mental and emotional states conducive to in depth exploration of the day’s content / competency area.
- b. Content for the day (e.g. social work practice area of focus, specific population, etc.)
- c. Self assessment on content area / self assessment on current skills performance (reflected in journal each week)
- d. Instructor assessment of student skills performance
- e. Discussion of content area and application to social work training experiences – integration and discussion of practice experiences outside the classroom (i.e. Field Experiences) with a focus / emphasis on the designated social work practice competencies of the day.
- f. Integration of above / discuss how the session content and processing fits into professional development of a social worker.

XV. Course Schedule (continued from above)

Practice Skills Lab Course Schedule

Week	Learning Activities	Graded Assignments Due	Due Date
Week 1	Read Syllabus, Familiarize yourself with Blackboard Course Layout	Post Introduction on Discussion Board	Jan 22
Week 2	<u>INTRODUCTION TO SOCIAL WORK PRACTICE LAB</u>		Jan 29

	<p>Becoming a Professional Social Worker (Exploring Why You Are Here) Creating a Successful Practice Lab Experience & Maximizing Learning Defining the Working Relationship Establishment of Practice Lab Guidelines Teambuilding Self Awareness/Values Identification</p> <p>Practice Activities: Read Book: Cournoyer Chapter 1 Review Powerpoint: Chapter 1 Complete Activities & Assignments</p>		
Week 3	<p><u>SELF EXPLORATION, SOCIAL WORK PROFESSIONALISM, & ETHICS</u> Defining Self-Awareness & Understanding Its Importance in Social Work Practice Exploring & Promoting Self-Awareness Developing Professional Behavior: What it is and what it is not, including behavior with other professionals Defining Professional Boundaries: Boundary Violation/Boundary Crossing Exploring Ethical Challenges Read Book: Cournoyer Chapters 2 & 5 Review Powerpoints: Chapters 2 & 5 Complete Activities & Assignments</p>	<p>Genogram Genogram written analysis</p>	Feb 5
Week 4	<p><u>BASIC INTERPERSONAL COMMUNICATION SKILLS</u> Identifying Basic Key Communication Skill Sets Talking, Listening, & Active Listening Verbal, Non-Verbal Communication Written Communication Read Book: Cournoyer Chapter 6 Review Powerpoint: Chapter 6 Complete Activities & Assignments</p>	<p>Video 1 Recording Video Self Assessment Quiz 1</p>	Feb 12
Week 5	<p><u>BASIC INTERPERSONAL COMMUNICATION SKILLS Cont'd</u> Identify 12 Roadblocks to communication 8 Barriers, 4 Principles Read Book: Cournoyer Chapter 6 Review Powerpoint: Chapter 6 Complete Activities & Assignments View classmate's videos and identify communication skills, identifying strengths and limitations</p>		Feb 19
Week 6	<p><u>CULTURE AS AN INFLUENCING FACTOR IN SOCIAL WORK PRACTICE</u> Discussing Cultural Fluency as a Social Worker Exploring the Cultural Make-Up of the Field Agency Exploring the Role of Culture as a Key Factor Introduction to Field Practicum & Field Seminar Read Book: Cournoyer Chapter 4 Review Powerpoint: Chapter 4</p>	<p>Journal 1 Quiz 2</p>	Feb 26

	Complete Activities & Assignments		
Week 7	<p><u>THE SOCIAL WORK INTERVIEW: DATA GATHERING & DOCUMENTATION</u> Setting the Stage for an Effective Social Work Interview Exploring the Preparatory Phases of Social Work Essential Factors in Data Gathering & Social Work Documentation Documentation Exercise for Case Scenarios Identifying Key Social Work Terminology</p> <p>Read Book: Cournoyer Chapter 7 Review Powerpoint: Chapter 7 Complete Activities & Assignments</p>		Mar 5
Week 8	<p><u>DEVELOPING SKILLS OF ENGAGEMENT & ESTABLISHING RAPPORT</u> Developing Skills of Engagement-Beginning Phases Social Worker, Agency & Client Introductions Orientation of Client to Agency Policies Importance of Confidentiality Discussion of client types, client expectations, and initial engagement strategies</p> <p>Read Book: Cournoyer Chapter 8 Review Powerpoint: Chapter 8 Complete Activities & Assignments</p>	Quiz 3	Mar 12
Week 9	<p><u>INTENSIVE PRACTICE SKILLBUILDING- EXPLORING</u> Building Successful Professional Relationships Intensive Practice Skill Building Open/Closed Ended Questions Clarifying, Reflecting and Going Beyond Motivational Interviewing Summary Appreciative Inquiry for Community Practice Discussion of client goals, client needs and social worker expectations View videos and identify skills used in exploring client issues</p> <p>Read Book: Cournoyer Chapter 9 Review Powerpoint: Chapter 9 Complete Activities & Assignments</p>		Mar 26
Week 10	<p><u>INTENSIVE PRACTICE SKILL-BUILDING- ASSESSING</u> Intensive Practice Skill Building Identifying client issues Preparing for Assessments and Psychosocial Case Histories Using SMART Goals Discussion of weaving classroom experiences and field experiences Using SMART techniques with clients to set goals</p> <p>Read Book: Cournoyer Chapter 10</p>	Integrative Paper	Apr 2

	Review Powerpoint: Chapter 10 Complete Activities & Assignments		
Week 11	<u>INTENSIVE PRACTICE SKILL-BUILDING- CONTRACTING</u> Intensive Practice Skill Building Self-Determination of Client & Establishing Goals Developing Action Plans & Evaluations Review student videos and choose one to practice developing client goals Read Book: Cournoyer Chapter 11 Review Powerpoint: Chapter 11 Complete Activities & Assignments	Contracting Assignment Quiz 4	Apr 9
Week 12	<u>INTENSIVE PRACTICE SKILL-BUILDING- WORKING & EVALUATING</u> Intensive Practice Skill Building Evaluating, Focusing, Educating, and Advising Confronting and Challenging clients appropriately Social Work Documentation of client progress Practice documenting client sessions/interventions Read Book: Cournoyer Chapter 12 Review Powerpoint: Chapter 12 Complete Activities:	Video 2 Recording Process Recording for Video 2	Apr 16
Week 13	<u>INTENSIVE PRACTICE SKILL-BUILDING- ENDING</u> Intensive Practice Skill Building Reviewing Client Progress and Goals Saying Goodbye and Process for Termination Role Play/written script of termination with client Read Book: Cournoyer Chapter 13 Review Powerpoint: Chapter 13 Complete Activities & Assignments	Quiz 5	Apr 23
Week 14	<u>INTENSIVE PRACTICE SKILL-FINAL TOUCHES</u> Self Assessment Process: Professional & Personal Growth Identify Strengths: Personal, Classroom, Field Identify Limitations: Personal, Classroom, Field Identify 1 area to improve on and develop a SMART goal plan	Journal 2	Apr 30
Week 15	<u>BECOMING A PROFESSIONAL SOCIAL WORKER</u> Self Evaluation and Self Awareness		May 7
Week 16	<u>Complete Course Evaluation</u>	Course Evaluation	