

DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY



Social Work Practice I
SWRK 375-742 (3 credit hours)

Fall 2022 Second Bi-Term

Sarah Whitledge, LCSW, Instructor

Email: sarah.whitledge@wku.edu

Phone:

270.202.8869

Office: Online Only

Office Hours: By Appointment

Class Meeting Times/Dates: This is an asynchronous web-based course during the second bi-term Fall 2022 semester, October 17 – December 09.

Course Description

Prerequisites: SWRK 101, and admission to the program. Co-requisites: SWRK 330, SWRK 301. The first of three practice classes that equip students with theory and skills for effective social work practice with individuals and their interpersonal networks. Students will be provided an opportunity for in-depth study of the complexities of social work interventions. Students have the opportunity to develop skills in assessment, problem-solving processes, and interventions appropriate for beginning level generalist social work practice.

Required Text

Sheafor, B.W., & Horejsi, C.R. (2015). *Techniques and guidelines for social work practice* (10th ed.). Boston: Pearson.

Recommended Text

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines Generalist Practice as the following:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and

advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (EPAS, 2015, p. 11).

Learning Outcomes

Upon successful completion of this course, students should be able to:

Knowledge

- Apply ecological systems and strength based perspectives to generalist social work practice.
- Discuss stages of the planned change process.

Values

- Identify personal values and/or biases that may impact ability to approach clients with unconditional positive regard.

Skills

- Demonstrate self-awareness and evaluation of own practice.
- Demonstrate basic interviewing skills.

Cognitive/Affective

- Utilize relevant values/laws/standards to resolve ethical dilemmas.

CSWE EPAS Core Competencies for BSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in **Appendix 1** of this syllabus and can be found online [here](#). Core competencies addressed in this class are included in **Appendix 2** of this syllabus.

UNITS OF STUDY

Unit I: Introductions and Course Overview, Social Work and the Social Worker

- A. Introductions and Review of Course Outline and Expectations.
- B. Review of Generalist Practice.
- C. The Social Work Profession
- D. Merging Person and Profession
- E. Merging the Person's Art with the Science of the Profession
- F. Self-care

Unit II: The Building Blocks of Practice

- A. Roles and Functions of Social Workers
- B. Guiding Principles
 1. For Worker
 2. For Client Systems
 3. Practice Activities

- C. Practice Frameworks
 - 1. What is a Practice Framework?
 - 2. Selecting a Practice Framework
 - 3. Selected Practice Frameworks
- D. Using Evidence in the Change Process
 - 1. Defining Evidence-Based Practice
 - 2. Critical Thinking and Evidence-Based Practice
 - 3. Guiding the Planned Change Process
 - 4. Context and Planned Change
 - 5. Actors in Planned Change
 - 6. Phases of Planned Change

Unit III: Techniques of Practice

- A. Basic Communication Skills
 - 1. How to Create an Effective Helping Relationship
 - 2. Verbal and Nonverbal Communication Skills
 - 3. Helping Skills
 - 4. How to Enhance Client Motivation
 - 5. Ethics
- B. Basic Skills for Agency Practice
 - 1. Written Communication
 - 2. Information Technology
 - 3. Documentation
 - 4. Ethical Issues
 - 5. Professional Behavior

Unit IV: Family

- A: Family Structure
 - 1. Defining Family
 - 2. Function of Family
 - 3. Family Concepts
 - 4. Assessing Family Systems within the Larger Systems
- B: Family Life Cycle
 - 1. Changing Roles and Rules
 - 2. Focus of Therapy
 - 3. Family Group Conferencing

Unit V: Planned Change Process

- A. Engagement
 - 1. Initial Contact
 - 2. Clarifying Client Concerns
 - 3. Releasing Information
 - 4. Voluntary and Involuntary Clients
 - 5. Worker Safety
- B. Data Collection and Assessment
 - 1. Social Functioning
 - 2. Collecting Data
 - 3. Assessment
 - 4. Genograms, Ecomaps, and More
- C. Planning and Contracting
 - 1. Target Problems and Goals

2. Goals and Objectives
3. Written Service Contracts
- D. Intervention and Monitoring
 1. Preparing for the Interview
 2. Self-Determination
 3. Confrontation
 4. Reframing
 5. Advocacy and Empowerment
- E. Evaluation and Termination
 1. Measuring Change
 2. SPOC
 3. GAS
 4. TAS
 5. SSD
 6. Termination

Unit VI: Vulnerable Groups and Legal Preparation

- A. Age
- B. Family Violence
- C. People with Disabilities
- D. Refugees
- E. GLBT
- F. Adolescent, Older person and Parent, Grandparent
- G. Poverty
- H. Testimony in court

Course Assignments

Below are the instructions for the 2 main assessments. However, updates or clarifications may be made and these appear on the course Blackboard in the Assignment Drop Box. If there is a discrepancy, you are expected to follow the directions found on Blackboard. Please contact the instructor if you have questions.

Family Assessment Paper (20 pts)

The purpose of this assignment is to help you become familiar with concepts used to describe family behavior and functioning, and to gain greater insight into how your own family of origin experience has impacted who you are today. In this assignment, the term "family of origin" refers to the family in which you grew up or were raised. Before beginning this paper, you should review Sheafor & Horejsi (2015) sections 11.4, 11.6 – 11.10, 11.19, and 11.20; Walsh (1982); and relevant class notes.

Part A: Assessment

In 5-6 pages (not including title page or reference page), describe your family of origin using the concepts below, and discuss how your family of origin has impacted your self-concept and social functioning today (e.g. social roles, expression of emotion, work ethic, choice of and manner of relating to friends, romantic partners, etc.).

Use the following bold headings in your paper and then address the bullet points in the respective sections.

Identifying Information of the family of origin system (approximately 1 page or less)

- Membership: who is in the family of origin, the people you lived with while growing up. Include names and current ages, including yourself.
- Race, ethnicity, and religion (if any) with which the family identifies.
- Family's socio-economic circumstances
- Family's place or status in the community and/or sense of connectedness to the community (Does the family feel like insiders or outsiders? Does the family experience a good fit between their race, culture, beliefs and the larger community?)
- Impact on you (e.g. how does your current financial situation, where you live, or your future goals reflect this background?)

Family Structure and Dynamics (approximately 2-3 pages)

- General mood of the family
- Rules/norms, expectations, formal and informal roles you played
- Communication patterns
 - Clear or unclear? Direct or indirect? Give an example to illustrate.
 - Decision-making/Hierarchy: patriarchal, matriarchal, or egalitarian. To illustrate, give an example of an important decision your family made, noting how each member did or did not participate.
 - Conflict management: how are/were disagreements handled? Describe a typical conflict to demonstrate your understanding of reciprocally reinforcing behaviors/patterned interactions)
 - Expression of emotion (how are anger, love, and sadness, expressed?)
 - Boundaries around the family system and the members within the system. Based on your discussion of the hierarchy, communication patterns, and decision-making, *describe at least two boundaries* (below) in your family, using the concepts of *rigid, clear or diffuse*. Generally, there is some variation in the boundaries between members. Close connections and significant tensions/conflicts should be evident in genogram.
 - Describe the boundary around the family as a whole, and give an example to illustrate.
 - Describe a boundary around a subsystem (e.g. the parents, a set of siblings, a parent and a sibling, a parent and yourself, etc.) and give an example to illustrate.
 - Discuss how these boundaries affect the degree of closeness and connectedness between family members and between the family and the larger community.
 - Observations and insights gained from completing the genogram regarding family relationships and dynamics.

- Individual impact of family structure and dynamics: how have these impacted how you function, interact with others today? What kind of boundaries do you have with friends or significant others? Consider the way you approach disagreements, express emotions, the friends you choose, etc.

Life Cycle Transitions: transitions in the life cycle, even when welcomed, are inherently stressful. Refer to section 11.20 of the text, and the Walsh (1982) *Normal Family Processes* article in Blackboard, and identify a life cycle transition stage your family found particularly stressful. This reading should be cited in your paper. (Approximately 1/2 of a page)

- Describe the stage of the family life cycle: discuss emotional processes of the stage that are involved and the change in role/status that is needed to successfully transition and develop (***cite handout attached in assignment folder***).
- Specifically discuss how your family's roles and rules were challenged or changed and how the members coped/adapted. Your example should clearly demonstrate your understanding of this stage of the life cycle.

Family Strengths: Discuss at least three (3) strengths of your family system. See p. 222 for possible areas to address. (~ ½ page)

Part B: Analysis.

This section is to assist you in understanding what a client experiences when asked to address issues in his or her family. A final few paragraphs should be devoted to describing what it was like to think about and analyze one's own family's functioning and share it with a professor, and how this experience may assist you in working with future clients. (1-2 pages)

Part C: Ecomap & Genogram

Attach an ecomap and genogram as an appendix. The ecomap should include at least 6-8 systems that had an impact on your family while growing up; the micro, mezzo and macro should all be evident. The genogram must include, at minimum, the members identified in this paper as part of your family of origin. Lines between members that indicate degree of closeness, conflict, and rupture/cutoff should be present (see Sheafor & Horejsi, p. 216-219).

A portion of the grade will be based on the paper's organization, grammar, clarity of writing, and use of APA formatting and citations.

Psychosocial Assessment Paper (20 points)

This is a 4-part assignment, as outlined below. Carefully review the Sheafor & Horejsi (2015), section 11.3 *The Social Assessment Report*. You will be paired with a classmate for this assignment. These classmates will role-play their created "client" providing you with information for your Psychosocial Assessment assignment.

Each "client" prepares a client profile by following the instructions for *Client Profile for Psychosocial Role Play* (see Blackboard for instructions). The "clients" submit their full profile to the instructor and only provides their "social worker" with the *Telephone Contact Form*.

Prepare for your role as the interviewer by thinking about your approach to this assessment process. Also, gather the materials you will need to ensure that you obtain all the information the social history outline indicates and that you can take complete and accurate notes. The first step of this assignment is to:

Interview your classmate.

- Use well-phrased questions and responses to encourage your classmate to offer clear, comprehensive, and concrete information.
- Take notes as necessary, but fit your note taking into the process rather than allowing it to interfere with the interview.

Part A: Psychosocial Assessment

The “social worker” prepares a typed, 3-5 page highly factual and detailed social assessment report on the client. See Sheafor & Horejsi (2015), sections *11.1 Assessing a Client’s Social Functioning* and *11.3 The Social Assessment Report*. The social assessment report must use the following headings:

1. *Identifying Information*: client's name, date of birth, age, identified gender, race and ethnicity, address, telephone number, marital status, occupation, etc.
2. *Purpose of Report*: briefing for agency staff
3. *Client's Presenting Problem or Concern*: the reason for the worker’s involvement with client
4. *Source of Data*: how and when data were collected
5. *Current Family and/or Household Membership*: with whom does the client live, social-legal relationship among these people, describe marriage and children, if applicable (see Sheafor & Horejsi (2015) sections *11.4 Mapping Client Conditions* and *11.10 Assessing a Clients’ Self-Concept*).
6. *Family of Origin*: description and/or listing of client's parents, siblings, and important members of extended family.
7. *Interpersonal and Role Functioning*: describe client's relationships with friends, peers, people at work and school; describe client's primary social roles and relationship among these roles (see Sheafor & Horejsi (2015) section *11.8 Assessing a Client’s Coping Strategies and Ego Defenses*),
8. *Education History and Intellectual Functioning*: describe client's education and training, capacity for abstract thinking, memory, and problem solving; oral and written communication; schools attended, G.P.A., school performance, etc.
9. *Physical Functioning*: describe current health and medical problems; significant disabilities; use of medication or physical supports
10. *Strengths and usual ways of coping*: describe client's particular strengths and predominant and habitual ways of coping with life and its stressors; defense mechanisms commonly used to handle troublesome thoughts and emotions.

11. *Cultural Background, Religious Beliefs, and Spirituality*: describe identity with a particular cultural or ethnic group, and the values, beliefs, faith, etc. that provide a sense of meaning and purpose in life and put life experiences in perspective.
12. *Employment*: describe types of jobs held, special work related skills and training, schools attended, military service, etc.
13. *Economic Situation, Housing, and Transportation*: include income from job and benefits, expenses, debts, financial stressors.
14. *Use of Community Resources*: describe client's current or recent utilization of various social service, health care, financial assistance, legal, educational, and recreational programs.
15. *Impressions and Assessment*: in one paragraph, summarize the social workers conclusions and inferences from the above facts.

Part B: Goals, Objectives, and Contract

In preparation for this assignment, review Sheafor & Horejsi (2015), Chapter 15 *Guidelines for Working with Vulnerable Client Groups*. After the second interview with the client, the social worker is to submit a 1-2 page written service contract. The content of the contract is to be negotiated and agreed to by both worker and client.

The format of the service contract should follow the following headings and content:

1. Background to Contract (2-3 sentences)
2. Presenting Problem or Concern (2-3 sentences)
3. Goals for Intervention (two goals)
4. Objectives for Intervention/Goal (at least 2 objectives)
5. Client Tasks for Objectives (at least 2 tasks)
6. Worker Tasks for Each Objective (at least 1task)
7. Methods Used to Monitor Progress (2-3 sentences)
8. Procedure for Renegotiation of Contract (2-3 sentences)
9. Other Details and Clarification of Contract

Part C: Theory

Identify what theory, perspective and/or model you would use in your intervention approach? Support your choice

Part D: Self-Evaluation

When you have completed your interview, take time to reflect on the experience and provide a self-evaluation of the quality of your interview. Ask yourself:

- What skills worked best for you?
- What skills need continued development?

- How effective was your note taking?
- What specific actions can you take to correct your performance

A portion of the grade will be based on the paper's organization, grammar, clarity of writing, and use of APA formatting and citations.

Homework (15 points = 3 x 5 points)

There are a variety of short homework and in-class assignments for this course. These activities are to assist you in solidifying knowledge and understanding of course content.

Exams (15 points = 3 x 5 points)

There are a variety of short quizzes for this course. These quizzes are to assist you in solidifying knowledge and understanding of course content.

Final Exam (20 points)

The final exam (comprehensive) will include a variety of true/false and multiple choice questions. The study guide for the tests are the notes you take in class, any power points made available to you, the student groups with whom you choose to study for the exams, and the readings assigned in the syllabus.

Professionalism (10 points)

The socialization of professional behavior begins in the classroom and is an important part of your grade. A rubric detailing the evaluation criteria for 5 areas of professionalism can be found on the Blackboard site. These five areas are: attendance/promptness; listening skills and engagement in class; appropriate classroom behavior; preparation and cultural competency.

Evaluation and Grading

<u>Assignment</u>	<u>Points</u>
Family Assessment	20 points
Psychosocial Assessment	20 points
Homework (3)	15 points
Quizzes (3)	15 points
Final Exam	20 points
Professionalism	10 points
TOTAL	100 points

Grading Scale:

90-100 pts. = A

80-89 pts. =	B
70-79 pts. =	C
60-69 pts. =	D
0-59 pts. =	F

Professionalism and Performance Expectations

1. This is an online course. Students are responsible for managing their participation in the course. Students should regularly check Blackboard and their email for assignments and discussion questions. The instructor is available for live discussion during virtual office hours and by appointment.
2. Course participation is required and includes taking part in course discussions.
3. Students are expected to behave professionally, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure. So, students are expected to maintain this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.
4. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use APA style format for citing and listing references. Students are expected to submit work that is written at the college level. Students are encouraged to make use university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality.
5. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the WKU Student Handbook <http://wku.edu/handbook/>). These behaviors result in a zero for the assignment/exam and/or failure for the course. If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.
6. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Late assignments are penalized 5% per day. Late work will not be accepted any later than 5 days after the assignment is due. Most of the assignments are submitted on Blackboard.
7. An exam may only be taken once and there are no makeup exams. Most of the exams are given on Blackboard. Exams are taken individually and not as a group.
8. Fulfilling these Professionalism and Performance Expectations will be reflected in the Professionalism grade.

Academic Integrity

[The WKU Undergraduate Catalog \(2019-2020\)](#) provides the following Student Conduct Policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombuds Officer at (270) 745-6169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Other Type of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

Academic Support

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Student Disability Services

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination and Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual

misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s [Counseling and Testing Center](#) at 270-745-3159.

Writing Center Assistance

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 10-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to (writingcenter@wku.edu).

The WKU START Centers will be offering writing tutoring sessions via Zoom as well as in person in their Glasgow and Elizabethtown locations. More information on how to make appointments and what to expect from your appointment will continue to be posted at (<https://www.wku.edu/startcenter/>).

Regional Campus Library Support

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: http://www.wku.edu/library/dlps/extended_campus/index.php. Turn-around time can be anywhere from a few days to two weeks, so plan ahead.

COVID-19 Guidelines

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information.

www.wku.edu/healthyonthehill

Regular and Substantive Interaction (Online Courses Only)

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Availability for synchronous sessions with faculty and students during office hours,

- Faculty participation in discussion boards,
- Weekly announcements,
- Setting assignment due dates that are spread throughout the term of the class, and
- Timely and detailed feedback on assignments provided within one week of submission.

Registration Dates

Registration information, including the dates for dropping/adding a course, is located on the Registration Guide at: <https://www.wku.edu/registrationguide/>

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.

**SWRK 375-742 Class Schedule
Fall 2022 Second Bi-Term**

Week	Dates	Topic	Assignments Due
1	Week of 10/17	<ul style="list-style-type: none"> • Chapter 1-4, 16 • Introduction & course • Self-care • Chapters 5-6 • Practice Principles and Frameworks • Selecting a Practice Framework 	<ul style="list-style-type: none"> • Read syllabus & course calendar. • Explore the Blackboard site. • Homework 1: Self-Care Plan Due Sunday 10/23 at 11:59pm (CT)
2	Week of 10/24	<ul style="list-style-type: none"> • Chapters 7 & 9 (9.5 only) • NASW Code of Ethics • Phases of Change Process • Using Evidence in the Change Process • Critical Thinking • Ethical Dilemma • Chapter 8 • Communication & Helping Skills • Planning the Session • Building rapport • Use of Self 	<ul style="list-style-type: none"> • <i>Discussion:</i> Ethical Situation, Applying Critical Thinking Skills to an Ethical Issue. • <i>Discussion:</i> Warmth, Responding to Nonverbal Cues • Exam 1 (Chps 1-6): Thursday 10/27 at 12:01am to Sunday 10/30 at 11:59pm (CT) • Homework 2- Ethical Assignment Due Sunday 10/30 at 11:59pm (CT)
3	Week of 10/31	<ul style="list-style-type: none"> • Chapters 8 & 9 • Basic Skills for Agency Practice • Written Reports & Correspondence • Client Records • Time Management • Chapter 10, Section A • Intake and Engagement • Personal Safety • Referrals 	<ul style="list-style-type: none"> • <i>Discussion:</i> Documentation, Confidentiality, Time Management • Exam 2 (Chps 7-9): Thursday 11/03 at 12:01am to Sunday 11/06 at 11:59pm (CT)
4	Week of 11/07	<ul style="list-style-type: none"> • Ch. 11 (11.1 – 11.3; 11.5; 11.11 – 11.18) • Data collection and assessment • Abuse and Neglect (Ch. 11) • Defense mechanisms and role performance • Mental Status Exam 	<ul style="list-style-type: none"> • <i>Discussion:</i> Mini Mental Status Exam, Practice Identification of Defense

			<p>Mechanisms & Abuse/Neglect</p> <ul style="list-style-type: none"> • Homework 3: The Culture Within Assignment Due Sunday 11/14 at 11:59pm (CT)
5	Week of 11/14	<ul style="list-style-type: none"> • Chapter 11 (11.4; 11.6 thru 11.10; 11.19-11.20) • Defining “family” • Function of Family in Society • Family Systems Concepts • Assessing a Family System within the larger social systems • Chapter 12, Section 12.7 • Carter & McGoldrick’s Family Life Cycle Stages • Family Life Cycle Stages- changing roles and rules • Focus of Therapy • Family Group Conferencing 	<ul style="list-style-type: none"> • <i>Discussion:</i> Identification of Roles, Family Life Cycle Stages, & Selecting Focus using video clips • <i>Discussion:</i> Ecomap & Genogram Tools • <i>Discussion:</i> Goal Setting & Measurement • Exam 3 (Chps 10-11): Thursday 11/17 at 12:01am to Sunday 11/20 at 11:59pm (CT) • Family Assessment Paper Due Sunday 11/20 at 11:59pm (CT)
6	Week of 11/21	<ul style="list-style-type: none"> • Chapter 12: Section A • Chapter. 14, Section. A • Measuring Change • Single-Subject Design • Rating Scales • Planning and Contracting • Evaluation and Termination • Review relevant parts of Chapters 10 & 11 in preparation for your interview today • The majority of class time will be spent conducting simulations of psychosocial interviews. • Dress professionally 	<ul style="list-style-type: none"> • Complete Role Play • <i>Discussion:</i> Reframing, Sustaining Motivation, Conflict Resolution
7	Week of 11/28	<ul style="list-style-type: none"> • Chapter 13, Section A • Intervention • Resolving conflict • Reframing • Client Empowerment • Sustaining Client Motivation 	<ul style="list-style-type: none"> • Psychosocial Assessment Paper Due Sunday 12/04 at 11:59pm (CT)

8	Week of 12/05	<ul style="list-style-type: none"> • Chapter 15 • Chapter 16, p. 533-535) • Vulnerable populations • Preparation for legal testimony. 	<ul style="list-style-type: none"> • Professionalism Self-Evaluation Due to Blackboard • Final Exam (Comprehensive) Thursday 12/08 at 12:01am to Sunday 12/11 at 11:59pm (CT)
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All class schedules, activities, assignments, and due dates are subject to change.

Appendix I
Council on Social Work Education (CSWE)
2015 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and

- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social

environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Appendix II

Course Matrix

Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Psychosocial Interview; Family Assessment Paper; Self-Care Homework; Final Exam	V, S, C/A	Units II, III, IV, V, VI
Competency 2: Engage Diversity and Difference in Practice	Psychosocial Interview; Family Assessment Paper; Homework on Defense Mechanisms; Homework on Roles; Client Profile Assignment; Final Exam	K, V, S, C/A	Units II, IV, V, VI
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Homework on Roles; Communication Skills Activity (in-class assignment); Psychosocial Interview; Final Exam	K, V, S, C/A	Units V and VI
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	Homework on Theories and Models; Psychosocial Interview; Final Exam	K, V, S, C/A	Units V and VI
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Psychosocial Interview; Final Exam	K, V, S, C/A	Units V and VI
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Family Assessment Paper; Psychosocial Interview; Final Exam	K, V, S, C/A	Units V and VI