DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY

WKU	**Generalist Social Work Practice** **SWRK 520-100/700** **3 credit hours total** **Fall 2022**

Instructor: Lynn M. Hazlett, MSW, CSW   **Office:** Academic Complex 101A
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Office Hours: Monday, Tuesday, and Thursday from 9:00am – 1:00pm CST
Zoom Link: https://wku.zoom.us/lynnhazlett

Class Meeting Dates (SATURDAYS): 8/27, 9/10, 9/24, 10/08, 10/29, 11/19

Class Meeting Time: 8:30 – 10:30am (CST)

Class Meeting Location: Academic Complex (AC) 107

Pre-requisite(s)
Admission into the first year traditional (foundation) Social Work Program.

Co-requisite(s)
SWRK 560 Foundation Field Practicum I

Course Description
Presents micro level theories as they apply to individuals and families. Foundation level skills are tied to theory for practice including communication skills, case management skills, and assessment skills. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

Course Information
This course is designed to provide the student with an introduction to the knowledge, values, and skills necessary for effective social work interventions with individuals and families. Course content will be examined from an ecological social systems perspective of person-in-environment that emphasizes the strengths perspective and cultural competency. Both the NASW *Code of Ethics* and the NASW *Standards for Cultural Competence in Social Work Practice* will be utilized as integral components of this course. This course will begin the process of socialization to the breadth and complexity of contemporary social work practice. The case method of instruction is heavily utilized in this course. Students will have the opportunity to develop skills in communication, decision making, interviewing, case planning, documentation and recording, assessment, and problem-solving processes and interventions appropriate for beginning level generalist social work practice.

Required Text

Gasker, J. (2019). *Generalist Social Work Practice.* Los Angeles, CA: Sage Publications. ISBN-
13: 978-1-5063-7919-7

Recommended Texts

APA. (2019). *Publication manual of American Psychological Association*. 7th ed.
Washington, D.C.: Author.

COVID-19 Statement/WKU Healthy on the Hill

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

MSW Mission Statement

The mission of the MSW program at WKU is to prepare students for advanced professional
social work practice to meet the needs of increasingly diverse rural population in the
community, in Kentucky, and in a global society.

**Council on Social Work Education (CSWE) Definition of Specialized Practice and Required
Core Competencies for MSW Education**

The Council on Social Work Education (CSWE) Commission on Accreditation (COA) and
Commission on Educational Policy (COEP) developed the 2015 Educational Policy and
Accreditation Standards for Baccalaureate and Master's Social Work Programs.
These standards form the basis for the WKU MSW Generalist Year Curriculum. As part of
these standards, each master's social work program must design at least nine unique
competencies that are used in the creation of their specialized year. Here at WKU, our
specialty is Advanced Generalist Practice in Rural Settings. Our program faculty have
developed nine (9) unique competencies that are the focus for the specialized year
curriculum. Please review the competencies at WKU MSW Advanced Generalist
Competencies to develop an understanding of the content that all WKU MSW students must
master prior to graduation. Core competencies addressed in this class are defined as follows:

2015 Competencies Addressed in Course	Course Assignments Assessing Behaviors	Course Learning Outcomes	Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	Professionalism	6	Cognitive & Affective Processes
	Exam #1	1, 2	Knowledge

	Exam #2	1, 2	Knowledge
	Exam #3	1, 2	Knowledge
	Video #1	3, 4	Values, Skills
	Video #2	3, 4	Values, Skills
	Bio/Psycho-Social/Spiritual Assessment	3, 4, 5	Values, Skills, Cognitive & Affective Processes
Competency 2: Engage in Diversity and Difference in Practice	Exam #1	1, 2	Knowledge
	Exam #2	1, 2	Knowledge
	Exam #3	1, 2	Knowledge
	Bio/Psycho-Social/Spiritual Assessment	3, 4, 5	Values, Skills, Cognitive & Affective Processes
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Exam #1	1, 2	Knowledge
	Exam #2	1, 2	Knowledge
	Exam #3	1, 2	Knowledge
	Bio/Psycho-Social/Spiritual Assessment	3, 4, 5	Values, Skills, Cognitive & Affective Processes
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Video #1	3, 4	Values, Skills
	Video #2	3, 4	Values, Skills
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Video #2	3, 4	Values, Skills
	Bio/Psycho-Social/Spiritual Assessment	3, 4, 5	Values, Skills, Cognitive & Affective Processes
Competency 8: Intervene with	Video #2	3, 4	Values, Skills

Individuals, Families, Groups, Organizations, and Communities	Bio/Psycho-Social/Spiritual Assessment	3, 4, 5	Values, Skills, Cognitive & Affective Processes

Learning Outcomes

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

Knowledge
1. Identify the phases of the helping process and different types of responses.
2. Differentiate between the wide range of social work roles and community resources that may be applied within a systems context.

Values
3. Demonstrate an awareness of and sensitivity to diversity and oppression within and among systems based on age, race, ethnicity, religion, gender, ability, and/or sexual orientation.

Skills
4. Demonstrate an understanding of utilizing assessment, documentation, and recording skills in working with clients.

Cognitive & Affective Processes
5. Synthesize results of an assessment and incorporate findings into a professional Bio/Psycho-Social/Spiritual Assessment.
6. Examine personal values that may impede ability to deliver professionally appropriate and culturally sensitive services.

Brief Description of Course Assignments (full description & rubric along with a separate course calendar with due dates for all assignments will be available in Blackboard)

Professionalism (20 points)
The Professionalism Rubric on Blackboard outlines 10 behaviors indicative of professionalism (i.e., attendance & punctuality, communication, respect & collegiality, self-awareness, diversity awareness, initiative & responsibility, responsiveness to feedback, and compliance with professional requirements).

Practice Exercises (120 points)
During this social work practice course, students will complete several practice forms and in-class skill building exercises. Each practice exercise (total of 6) is worth 20 points for a total of 120 points. These exercises are completed outside of class as practice related exercises. Each student should do their best to complete these exercises

because they are directly connected to course readings and major video assignments. In other words, they will help you to improve your social work practice skills and your performance on the major assignments.

Videos: Direct Practice Skills Demonstrations & Critiques

The purpose of the video assignment is to provide students with the opportunity to demonstrate: 1) the various direct practice skills covered in this course, and 2) the ability to critically analyze and critique the execution of those same skills. Working in student dyads, students will demonstrate direct practice skills in two simulated client interviews.

Scripted interviews are strictly forbidden and will result in a grade of zero.

These interviews will be recorded using a technology you are comfortable with (Zoom, Mediasite, etc.) and the link posted under the "Video Submission" tab on Blackboard. Be sure to make your video "viewable" in Mediasite.

There are three parts to each video assignment: (1) the video; (2) peer assessment; and (3) written critique.

 The Videos:

Video #1 (50 points)
The first interview should last approximately 10-15 minutes and demonstrate the engagement and relationship-building skills covered in Chapters 5 and 10 in the Gasker text. Critique your interview using forms on Blackboard. Please upload your completed forms on Blackboard along with the link to your video. ***Do not forget to make your video "viewable" in Mediasite.***

Video #2 (100 points)
The second interview should last approximately 20-25 minutes and continue to demonstrate interviewing skills addressed in Video 1, while adding assessment, goal-setting, and contracting (chapters 6 and 7 in Gasker). Each student is to carefully analyze and critique (in written form, 4-6 pages) the content, process, and interview skills s/he demonstrated in the recorded interview, including assessment and goal setting.

Peer Assessments (20 points each)
Each student is required to view two peer videos and complete the "Assessing Verbal Barriers to Communication Form." Then, based on the ratings assigned on this form, offer constructive feedback balancing strengths and opportunities for growth.

Written Analyses and Critiques (50 points)
      Video #1 (15 points) - Using your self-assessment form and feedback from your peers, please make note of any strengths and deficits in your overall

performance. Please note anything you would have done differently, how you would have done it differently, and your rationale for doing it differently. This should be no more than 2 pages.

Video #2 (50 points) – There are two parts to the written analysis and critique for the second video:

Written Assessment (35 total points)

Write an evaluation of the client based on your session using the following format:
- ✓ Reason for Referral/Visit (all perspectives)/Presenting problem
- ✓ Mental status exam
- ✓ Relevant spiritual/bio-psycho-social history (relevant to the situation)
- ✓ Evaluation/Your assessment of information (think critically!)
- ✓ Goals and tasks

This process is going to be as if you are writing up a mock psychosocial or assessment for the client you conducted the assessment. Please make a section for each of the above and construct the paper to include the appropriate information in the appropriate category. This should be no more than 3 pages.

Written Critique of Social Worker (15 points)
Using your self-assessment form and feedback from your peers, please make note of any strengths and deficits in your overall performance. Please note anything you would have done differently, how you would have done it differently, and your rationale for doing it differently. This should be no more than 2 pages.

Exams (3 total, 50 points each)
This assignment is designed to help students gain a broad and in-depth understanding of the basic concepts and skills essential for effective social work practice with individuals, families, groups, organizations, and communities. They will consist of multiple choice, true false, and short answer questions. More detailed instructions will be provided during the face-to-face class meetings.

Final Bio/Psychosocial/Spiritual Assessment (200 points)
You are currently in your first field placement with the MSW program and should have some contact with clients. Based on your interactions/knowledge of one selected client, you will complete a bio-psycho-social-spiritual assessment. Bio-psycho-social-spiritual assessments are a basic requirement for working with clients at the foundational level. Throughout this course, you have learned direct practice skills that enable you to successfully engage clients and obtain information necessary to complete thorough bio-psycho-social-spiritual assessments. There are two parts to this assignment:

Part I: Narrative
- ✓ Make sure you include both an introductory paragraph and concluding summary
- ✓ Write down at least five (5) questions in each of the four (4) areas (i.e., biological; psychological; social; spiritual) that you would want to ask your client. These questions should logically flow together.
- ✓ Write a summary of your assessment based on the questions identified above. If you cannot interview an actual client, you will have to decide how a client at your internship or place of employment might answer the questions
- ✓ Critically analyze the assessment process by considering areas assessed, areas not addressed and why, as well as any other questions you would have liked to have asked but did not
- ✓ Discuss the goal setting and termination process (e.g., how did you/how would you approach these two stages)
- ✓ Identify macro issues impacting this client/client system (e.g., larger systems, groups, communities) as well as any discrimination and/or oppression that is present.

Part II: Bio-psycho-social-spiritual assessment and treatment plan
- ✓ **Bio-psycho-social-spiritual assessment:** Complete a bio-psycho-social-spiritual assessment – you can use a form used by your agency or you can create one based on the 20 questions you developed in Part I.
- ✓ **Treatment plan:** Please be sure to include the problem area, one (1) long-term goal, two (2) short-term goals, two (2) tasks for each short-term goal, and treatment frequency, duration, and modality

Part 1 of this assignment will be evaluated for the organization and clarity of discussion, demonstration of the ability to integrate and critically apply course content, correct spelling and grammar, and accurate use of APA referencing style (7th ed.). Part 1 should be typed using 12-point Times New Roman or Ariel font and be approximately 5- 6 pages in length, not including the cover page and reference page. Part 2 of this assignment does not need to follow APA formatting but should include correct spelling and grammar. **See Appendix A for grading rubric.**

Evaluation and Grading

Course grading is based on the following criteria:

Assignment	Maximum Point Value
Professionalism	20 points
Practice Exercises (6 @ 20 pts each)	120 points
Video #1	
Video	50 points
Peer Assessment	20 points

Written Critique	15 points
Video #2	
Video	100 points
Peer Assessment	20 points
Written Analysis & Critique	50 points
Exams (3 @ 50 pts each)	150 points
Bio-Psychosocial-Spiritual Assessment	200 points
TOTAL POINTS:	**745 Points**

Grading Scale
The following grading formula will apply:

100% – 90%	A
89% – 80%	B
79% – 70%	C
69% and below	F

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

<u>Regular and Substantive Interaction (Online Courses Only)</u>
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.

<u>Student Accessibility Resource Center</u>
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 DSU Room 1074 in the Downing Student Union. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

Writing Center Assistance
The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. WKU's writing tutors have been trained to provide helpful feedback

to students at all phases of a writing project. They can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the Writing Center website for making online or face-to-face appointments. Or call (270) 745-5719 during the Writing Center's operating hours (also listed on the website) for help scheduling an appointment.

Off 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 the Extended Campus Library Support website. Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

Policy
Students are expected to adhere to all policies contained with the MSW Handbook and the Code of Student Conduct at Western Kentucky University.

Professionalism
The NASW Code of Ethics is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the MSW *Student Handbook*, WKU *Student Code of Conduct* and the NASW *Code of Ethics.* Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

Social Media
Privacy, confidentially, and professional boundaries must be examined as professional social workers, especially in the age of technology. Professional standards found in the NASW *Code of Ethics* must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the MSW *Student Handbook*, the University *Code of Student Conduct* and is also counter to social work values and ethics included in the NASW *Code of Ethics*. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Students should review the "Academic Offences" section of the [WKU Student Handbook](#) and "Acknowledging Credit" sections of the [1999 Code of Ethics, National Association of Social Workers](#).

APA

Students are expected to use APA style (7th ed.) for writing, citing and listing references. This is for all course work including papers, pamphlets, and online assignments. Online assignments must include in text references and full text references at the end of the assignment just as all other written documents in this course.

Attendance

Students are expected to participate in developing a positive learning environment with the desire to learn. Class participation is required and includes taking part in online class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes *not talking out-of-turn and not monopolizing the discussion*. Given that we have six (6) face-to-face sessions, students may miss one class **for any reason**. Students who miss more than one class period will note a 10% deduction from the final grade percentage for this class. **After missing a total of three classes, the student will automatically receive a grade of an F for this course.**

In the event of a real emergency that precludes a student from coming to class, the professor expects to be contacted in a timely manner. It is up to the discretion of the professor as to whether the absence is excused (with documentation) and if in-class graded assignments can be made up.

Assignment Completion

Students are expected to turn all assignments in on time. Assignments, which are late, will be reduced at a rate of 10% per day. Therefore, if you would have received 50 points on an assignment, which is three days late, the score will be reduced by a total of 15 points. After one-week, late assignments will no longer be accepted for credit but must be turned in to complete the course.

*All assignments must be submitted in order to pass the course (no exceptions)!

Disclaimer

All class schedules and activities are subject to change in the event of extenuating circumstances. The instructor **reserves the right to make changes** to the syllabus as needed with reasonable notice and accommodations.

References

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<u>Multimedia</u>

Council on Social Work Education Website

    http://www.cswe.org

Human Rights Campaign Website

    http://www.hrv.org

Institute for Research on Poverty

    http://www.ssc.wisc,edu/irp/

National Association for Multicultural Education Website

    http://www.inform.umd.edu/name

National Association of Social Work Website

    http://www.naswdc.org

New Social Worker

    http://www.socialwork.com/

SWRK 520: Bio/Psycho-Social/Spiritual Assessment **C1**: Demonstrate Ethical and Professional Behavior; **C2**: Engage Diversity and Difference in Practice; **C3**: Advance Human Rights and Social, Economic, and Environmental Justice; **C7**: Assess Individuals, Families, Groups, Organizations, and Communities; **C8**: Intervene with Individuals, Families, Groups, Organizations, and Communities						
Part I: Narrative						
Dimension	**Exemplary** **5**	**Proficient** **4**	**Marginal** **3**	**Developing** **2**	**Beginning** **1**	**Score**
1. Introduction & Conclusion	Introduction includes ALL of the following: • Purpose of the paper • Advanced organizer Conclusion includes ALL of the following: • Restates the purpose and what was discussed in the paper • Highlights important details and plan for client moving forward	Includes 3 of the bulleted items listed under the "Exemplary" category	Includes 2 of the bulleted items listed under the "Exemplary" category	Includes 1 of the bulleted items listed under the "Exemplary" category	Includes EITHER an introduction OR conclusion; BUT it does not address any of the bulleted items listed under the "Exemplary" category	——— Score
Note to Instructor: **Items 2-3 & 9 – C7: Assess Individuals, Families, Groups, Organizations, and Communities**						
2. Assessment Questions	Student includes 5 questions in each of the following 4 areas: • Biological	Student includes 4 questions in each of the following 4 areas:	Student includes 5 questions in 3 of the following 4 areas:	Student includes 3-4 questions in 3 of the following 4 areas:	Student includes less than 3 questions AND is missing more than	——— Score

	• Psychological • Social • Spiritual AND these questions logically flow together	• Biological • Psychological • Social • Spiritual AND these questions logically flow together	• Biological • Psychological • Social • Spiritual AND these questions logically flow together	• Biological • Psychological • Social • Spiritual AND these questions logically flow together	1 of the following areas: • Biological • Psychological • Social • Spiritual AND these questions logically flow together	
3. Assessment Summary	Assessment summary logically flows from the questions identified; AND concisely reflects ALL of the following: • Relevant biological information • Reason for referral • History of present issue • Significant medical history and medications • Family and family history • Substance abuse/ domestic violence • Suicidal and/or homicidal ideations or attempts • Support systems	Assessment summary logically flows from the questions identified; AND concisely reflects 7-8 of the components listed under the "Exemplary" category	Assessment summary logically flows from the questions identified; AND concisely reflects 5-6 of the components listed under the "Exemplary" category	Assessment summary logically flows from the questions identified; AND concisely reflects 3-4 of the components listed under the "Exemplary" category	Assessment summary logically flows from the questions identified; AND concisely reflects 1-2 of the components listed under the "Exemplary" category	_____ Score X3 _____ Score

	• Behavioral observations					

4. Critical Appraisal	Critical appraisal includes ALL of the following: • Discussion of areas discussed • Demonstrates critical thinking with respect to areas that were not discussed • Why non-addressed areas were not included • Demonstrates critical thinking with respect to identifying additional information that would have been helpful to obtain	Critical appraisal is missing 1 of the bulleted items under the "Exemplary" category	Critical appraisal is missing 2 of the bulleted items under the "Exemplary" category	Critical appraisal is missing 3 of the bulleted items under the "Exemplary" category	Critical appraisal section is included; BUT lacks critical thought	_____ Score **X2** _____ Score
5. External Factors	Includes a discussion of external factors that addresses ALL of the following: • Larger systems, groups, and	Includes a discussion of external factors; BUT is missing 1 of the bulleted items under the	Includes a discussion of external factors; BUT is missing 2 of the bulleted items under the	Includes a discussion of external factors; BUT is missing 3 of the bulleted items under the	Discussion of external factors are irrelevant to the bio-psychosocial-spiritual assessment	_____ Score **X2** _____

						Score
	communities are identified • The impact of macro systems on client functioning is discussed • Individual and systemic discrimination and oppression are identified • The impact of discrimination and oppression as barriers to client success are discussed	"Exemplary" category	"Exemplary" category	"Exemplary" category		Score
Note to Instructor: **Items 4-7 & 10 – C8: Intervene with Individuals, Families, Groups, Organizations, and Communities**						
6. Goal Setting	Student thoroughly discusses how he/she will determine goals for treatment, including ALL of the following: • How he/she will incorporate client strengths into the goal setting process • How he/she will establish a contract with the client regarding treatment goals	Student thoroughly discusses how he/she will determine goals for treatment; BUT is missing 1 of the bulleted items under the "Exemplary" category	Student vaguely discusses how he/she will determine goals for treatment; BUT does include ALL of the bulleted items under the "Exemplary" category	Student thoroughly discusses how he/she will determine goals for treatment; BUT is missing 2 of the bulleted items under the "Exemplary" category	Student vaguely discusses how he/she will determine goals for treatment; AND is missing 2 of the bulleted items under the "Exemplary" category	———— Score X2 ———— Score

	• How goals will be sustained/progress monitored					
7. Termination	Includes a termination plan that addresses ALL of the following: • How he/she will determine client's readiness for termination • How he/she will include the client in the termination plan • Importance of emphasizing positive learning and problem solving • Strategies for maintaining change • Plan for evaluating results • Plan for follow-up	Includes a termination plan; BUT is missing 1-2 of the bulleted items under the "Exemplary" category	Includes a termination plan; BUT is missing 3 of the bulleted items under the "Exemplary" category	Includes a termination plan; BUT is missing 4-5 of the bulleted items under the "Exemplary" category	Discusses termination vaguely; BUT does not address any of the bulleted items under the "Exemplary" category	_____ Score **X2** _____ Score
Note to Instructor: **Items 8 & 11 – C1: Demonstrate Ethical and Professional Behavior**						
8. Writing	Paper is written in APA 7th ed. format (title, headers, headings, references)	Paper is written in APA 7th ed. format (title, headers, headings, references)	Paper is written in APA 7th ed. format (title, headers, headings, references)	Paper is written in APA 7th ed. format (title, headers, headings, references)	Paper does not follow APA 7th ed. formating (title, headers, headings, references);	_____ Score

	Paper has no grammatical or spelling errors	Paper has 1-3 grammatical or spelling errors	Paper has 4-6 grammatical or spelling errors	Paper has 7-9 grammatical or spelling errors	OR paper has more than 10 grammatical or spelling errors	
Part II: Bio-Psychosocial-Spiritual Assessment & Treatment Plan						
Note to Instructor: **Items 2-3 & 9 – C7: Assess Individuals, Families, Groups, Organizations, and Communities**						
9. Bio-psychosocial-spiritual Assessment	Assessment thoroughly includes ALL of the following: • Presenting problem • Biological information • Psychological information • Social information • Spiritual information	Assessment is included BUT is missing 1 of the bulleted items under the "Exemplary" category	Assessment is included BUT is missing 2 of the bulleted items under the "Exemplary" category	Assessment is included BUT is missing 3 of the bulleted items under the "Exemplary" category	Assessment is included BUT is missing 4 of the bulleted items under the "Exemplary" category	——— Score **X2** ——— Score
Note to Instructor: **Items 4-7 & 10 – C8: Intervene with Individuals, Families, Groups, Organizations, and Communities**						
10. Treatment Plan	Treatment plan includes only 1 area of concern; AND includes ALL of the following: • 1 long-term goal • 2 short-term goals/ objectives • 2 tasks for each short-term goal/ objective	Treatment plan is included BUT is missing 1-2 of the bulleted items under the "Exemplary" category	Treatment plan is included BUT is missing 3 of the bulleted items under the "Exemplary" category	Treatment plan is included BUT is missing 4 of the bulleted items under the "Exemplary" category	Treatment plan is included BUT is missing 5 of the bulleted items under the "Exemplary" category	——— Score **X3** ——— Score

	• Treatment modality • Treatment frequency • Treatment duration				
Note to Instructor: **Items 8 & 11 – C1: Demonstrate Ethical and Professional Behavior**					
11. Documentation	Bio-psychosocial-spiritual assessment and treatment plan are written up as they would be for a medical record	Bio-psychosocial-spiritual assessment and treatment plan contain appropriate information; however, there are 1-2 spelling and/or grammatical errors	Bio-psychosocial-spiritual assessment and treatment plan contain appropriate information; however, there are 3-4 spelling and/or grammatical errors	Bio-psychosocial-spiritual assessment and treatment plan contain appropriate information; however, there are more than 4 spelling and/or grammatical errors	Bio-psychosocial-spiritual assessment and treatment plan are not professionally documented as they would be for a medical record	_____ Score

Total Score: _____/100   **Final Weighted Score: _____/200**