COURSE DESCRIPTION

Practice I examines direct social work practice with individuals. Students will work on developing beginning skills to apply the generalist practice model. In this course you will learn the problem-solving process, the foundation of social work practice for work with individuals during the engagement, assessment, planning, intervention, evaluation, termination, and follow-up phases. Conceptual practice frameworks will be presented as relevant to generalist practice and consistent with social work values and ethics. The primary focus will be on the ecological and strengths perspectives, emphasizing the empowerment of client systems, particularly those groups traditionally marginalized and oppressed. We will also examine the ethics and values of practice, as well as concepts and dynamics involved in professional social work relationships.

Students will learn practice content that encompasses knowledge and skills to work with individuals. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; planning for the achievement of client goals for service delivery, and evaluating outcomes of practice effectiveness. Students will be expected to demonstrate communication skills, engagement, professionalism, assessment, and using interventions among others.

This course requires participation in an experiential practice lab for approximately one hour per week. The lab serves to reinforce concepts learned in class and help develop beginning level skills. This experience will increase your skills, better prepare you for work in the profession, and provide an opportunity to practice directly with individuals. The expectation of this course is that you will attain basic practice skills, and understand the social work helping process. The overall goal of this class will be the development of these and other skills.
## COMPETENCIES & PRACTICE BEHAVIORS

The core competencies listed are in accordance with the CSWE- Educational Policy and Accreditation Standards 2008. Upon completion of the course, students will demonstrate the core competencies indicated below. The course objectives reflect the expected CSWE Practice Behaviors (PB) students will attain.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Course Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)</strong></td>
<td>Demonstrate effective oral and written communication in working with individuals (P.B. #13)</td>
<td>Lab Exercises, Mock Video, Life Review Project, Written Assessment &amp; Plan</td>
</tr>
<tr>
<td><strong>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10)</strong></td>
<td>Substantively and affectively prepare for action with individuals (PB #29)</td>
<td>Lab Exercises, Mock Video, Life Review Process Recording, Mock Video, Life Review</td>
</tr>
<tr>
<td></td>
<td>Use empathy and other interpersonal skills (PB #30)</td>
<td>Assessment Project</td>
</tr>
<tr>
<td></td>
<td>Collect, organize, and interpret client data (PB #32)</td>
<td>Planning &amp; Intervention Project</td>
</tr>
<tr>
<td></td>
<td>Develop mutually agreed-upon intervention goals &amp; objectives (PB #34)</td>
<td>Planning &amp; Intervention Project</td>
</tr>
<tr>
<td></td>
<td>Select appropriate intervention strategies (PB #35)</td>
<td></td>
</tr>
</tbody>
</table>

## ACADEMIC INTEGRITY

Students must conduct themselves in a manner consistent with the University's status as an institution of higher education. In the class setting, students shall follow their instructors’ directions and observe all academic standards and requirements published in course syllabi and other course materials. Students are responsible for responding to an academic dishonesty report issued by an instructor or other University authority. If a student fails to respond after proper attempt at notification, the University may take appropriate academic actions in the absence of the student.

If a student disagrees with an instructor’s determination of academic dishonesty or with an academic penalty that is calculated into the course grade, the student may appeal to the chair of the instructor’s department within three (3) days of receiving the instructor’s written decision. The student’s written request for appeal must detail: (1) if the student is requesting appeal of the finding of academic dishonesty or the instructor’s academic penalty, or both; (2) the specific basis for the appeal; and (3) any factual information in support of the student’s case, including any specific evidence. To see the full university policy, consult Student Standards of Academic Integrity #18.1.16.

2
ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.

CLASS POLICIES

INCOMPLETE POLICY

Incomplete or “I” are rarely granted and require special requests by the student and documentation of special difficulties in completing the work as required. Only emergency situations that prohibit a student from completing the course may warrant a grade of “I”.

ATTENDANCE POLICY

This course covers a great deal of content and will only meet 15 times during the semester. Keeping in mind the demands of this course, the following attendance policy is strictly enforced for both the class and lab: After two absences, 50 points will be deducted from the total points earned for each additional absence thereafter. Missing any part of class counts as an absence (coming in late, leaving at break, etc.) It is your responsibility to make sure you sign the attendance log for each class period in order to receive credit.

CLASS DEMEANOR

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

The Rehabilitation, Social Work, and Addictions department puts an extremely high value on its rapport with students, in part because it is our main task to prepare them for careers in human service professions. The goal of PACS’ academic programs is to prepare students for ethically and socially responsible leadership roles in public and community service careers within an increasingly diverse and complex world. As a faculty member, it is my responsibility to maintain the order and fairness in class and sometimes, it is necessary to remind students of appropriate behavior in the classroom. This is necessary because problematic behaviors can set the stage for serious problems in obtaining and retaining professional employment after graduation and there is the potential to disrupt and interfere with other students’ learning.
Therefore, the following behaviors will not be tolerated in class: Sleeping; Cross-talk, or carrying on private conversations during lectures and discussions; Wandering in and out of classes that are in progress; Taking or making cell phone calls or texts during class; Inappropriate use of laptops in class; Expectations that classes will be canceled when professors cannot be present and/or on days adjacent to holiday (this is a policy violation taken seriously by our accreditation boards); and Surliness and flippancy in communicating with faculty, staff and other students. Students may be asked to leave class at my discretion.

ASSIGNMENTS AND MAKE-UP POLICY

Assignments are due on the dates indicated. Late assignments will not be accepted. Make-ups for the practice quizzes will not be allowed.

OTHER KEY POLICIES

Computers/Cell phones: Texting in class is not allowable and phones must be turned off. Also, laptops are typically used to surf the net and anything unrelated to class…therefore they are restricted.

Participation: You will not be required to share personal history in class; however the sharing of life experiences is highly valued in this course. Feel free to ask questions or make comments as desired.

Time Management: This course will be very demanding and time consuming compared to typical courses at this level. It will require that you make sufficient time for practice activities, readings and exercises. You will need to plan and schedule your time appropriately in order to meet all course requirements. Social service agencies in the ‘real world’ may have many policies, procedures, and regulations that must be followed or the social worker is at risk of termination. In preparation for these ‘real life’ expectations you will face in the future, this course is patterned to help you meet these responsibilities.

E-MAIL COMMUNICATION

All of my communication with students will be done through your my.unt account. Please be sure to check this account frequently, or forward it to your most frequently utilized email service.

REQUIRED TEXTBOOKS


You will need to bring a blank DVD to record your interview on (specifics on the type will be provided).

SUPPLEMENTAL READING

Select supplementary readings may be assigned to ensure that students acquire the necessary skills and knowledge for beginning generalist social work practice.
METHODS OF INSTRUCTION

In order to achieve the course objectives, the class will depend heavily on the use of multi-methods for teaching. Teaching strategies utilized will help impact you at various stages of learning. Learning will occur through visual content methods such as videos, role-plays, case analysis, practice exercises, peer critiques, guest presentations, large and small group discussion, skill demonstrations, feedback, peer learning activities, lectures, and observations.

CRITERIA FOR STUDENT EVALUATION

Students’ progress will be evaluated utilizing the following criteria:

Social Work demands accurate, clear, and professional reporting skills; students should demonstrate these skills in all your assignments. Remember the client, peers, supervisors, and other agency professionals such as lawyers, doctors and judges often read reports from social workers. Severe penalties will be deducted for poor writing or if the minimal page requirements are not met. I am more than willing to work with anyone outside of class if writing problems are experienced. Feel free to meet with me to address your needs. (See grading rubrics for assignments)

1. Adheres to specified format, outline, and page requirements
2. Correct spelling, grammar, punctuation, sentence structure (few technical errors)
3. Quality presentation and organization (topics should be organized clearly and intelligently – in a narrative format. Use of subtitles to organize and present your report in a professional manner
4. Demonstrates understanding of techniques and strategies prescribed in the textbooks
5. Presents clarity of concepts and ideas, clear and concise writing

It is recommended that you have someone carefully review your work according to the criterion specified above. All papers must be typed and meet the minimum page requirements or severe penalties will result (use 1 inch margins on all sides, 12 point Times New Roman font, single space). Do not use creative formatting in an attempt to disguise page length, points will still be deducted!

SUPPLEMENTARY MATERIALS

Supplementary information and resources for this course will be posted in the Blackboard Learn online platform.

COURSE EVALUATION

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.
# COURSE OUTLINE, READINGS, AND ASSIGNMENTS

It is expected that readings will be done **prior** to class discussions. The instructor reserves the right to modify the schedule, as class needs dictate.

<table>
<thead>
<tr>
<th>WEEK &amp; DATE</th>
<th>TOPIC</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Jan. 17</td>
<td><strong>Overview</strong>. Review of course, expectations, requirements, policies, assignments. Professionalism &amp; Ethics</td>
<td><strong>Review of syllabus, Class Assignments, Program Orientation</strong></td>
<td></td>
</tr>
<tr>
<td>Week 2 Jan. 24</td>
<td><strong>Ethics &amp; skills</strong>. Review Code of Ethics. Verbal &amp; nonverbal attention, effective listening. Importance of warmth, empathy and being nonjudgemental.</td>
<td><strong>Kirst-Ashman &amp; Hull Chapter 11</strong> (review confidentiality, consent, legal obligations); <strong>Chapter 2</strong> (Pgs. 49-59)</td>
<td></td>
</tr>
<tr>
<td>Week 3 Jan. 31</td>
<td><strong>Preparatory Skills &amp; Processes</strong>. Understanding importance in readiness for client contact. Understand components of professional and culturally sensitive communication.</td>
<td><strong>Cournoyer: Chapter 6 &amp; 7.</strong> Read chapter; Supplementary Readings</td>
<td></td>
</tr>
<tr>
<td>Week 4 Feb. 7</td>
<td><strong>Beginning / Engagement</strong>. Establishing helping relationships; Interviewing &amp; asking questions. Pitfalls in interviewing.</td>
<td><strong>Kirst-Ashman &amp; Hull Chapter 2</strong> (pgs. 59 - 87), <strong>Chapter 5</strong> (pgs. 157 - 162)</td>
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<td><strong>Cournoyer: Chapter 8.</strong> Read chapter</td>
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<tr>
<td>Week 5 Feb. 14</td>
<td><strong>Exploring</strong>. Therapeutic alliance &amp; working with resistance clients.</td>
<td><strong>Cournoyer: Chapter 9.</strong> Read chapter</td>
<td></td>
</tr>
<tr>
<td>Week 6 Feb. 21</td>
<td><strong>Assessment</strong>. Exploring client situation and collecting information to obtain clear definition of problem. Using multidimensional framework and multiple sources in compiling relevant data. Synthesize and interpret client data. Organizing a professional report to draw conclusions.</td>
<td><strong>Kirst-Ashman &amp; Hull Chapter 5</strong> (skip sections on family assessment, mezzo practice, &amp; macro)</td>
<td><strong>Self-Understanding Exercise Due!</strong> Begin Scheduling Interviews!</td>
</tr>
<tr>
<td>Week 7 Feb. 28</td>
<td><strong>Assessment (continued)</strong>. Acquiring clear definition of problem; assessing areas of social functioning &amp; strengths. Importance of settings, perceptions, and sources. Professional use of assessment tools to help understand client.</td>
<td><strong>Cournoyer: Chapter 10.</strong> Read chapter</td>
<td><strong>Begin Mock Interviews!</strong></td>
</tr>
<tr>
<td>Week 8 Mar. 6</td>
<td><strong>Recording</strong>. Communication and application of skills through professional writing requirements; determining relevant information for documentation; understanding various writing formats for assessment, notes; Legal concerns.</td>
<td><strong>Kirst-Ashman &amp; Hull Chapter 16</strong></td>
<td><strong>Test #1 March 4 - 6 (Ethics, Engagement &amp; Assessment) Continue Interviews!</strong></td>
</tr>
<tr>
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<td></td>
<td><strong>Cournoyer: Chapter 12 – Read (pgs. 416-420).</strong></td>
<td></td>
</tr>
<tr>
<td>WEEK &amp; DATE</td>
<td>TOPIC</td>
<td>READINGS DUE (Readings due by dates indicated)</td>
<td>ASSIGNMENTS DUE</td>
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<tr>
<td>Week 9 Mar. 13</td>
<td>Planning. Understanding how to clearly define client problems; Prioritizing areas of work with clients. Encouraging client participation.</td>
<td><em>Kirst-Ashman &amp; Hull Chapter 6</em> (skip mezzo and macro practice)</td>
<td>Continue Mock Interviews!</td>
</tr>
<tr>
<td>Week 10 Mar. 20</td>
<td><strong>Spring Break!</strong></td>
<td></td>
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</tr>
<tr>
<td>Week 11 Mar. 27</td>
<td>Planning &amp; Contracting. <em>Continued</em> Understanding key components of intervention goal and objectives. Developing appropriate goals and objectives for clients. Formalizing a contract or service plan with clients.</td>
<td><em>Cournoyer. Chapter 11</em></td>
<td>Complete Interviews this week!</td>
</tr>
<tr>
<td>Week 12 Apr. 3</td>
<td>Interventions &amp; Implementation. Theoretical frameworks for practice. Importance of evidence-based interventions, based on client needs, articulation of rationale. Using client strengths to resolve problems.</td>
<td><em>Kirst-Ashman &amp; Hull Chapter 7</em></td>
<td>Case, Study Phase I &amp; Video Due!</td>
</tr>
<tr>
<td>Week 13 Apr. 10</td>
<td>Working with Special Populations. Understanding practice with differing populations, settings and systems (e.g. child welfare, older adults, gender, diversity)</td>
<td><em>Kirst-Ashman &amp; Hull Chapter 12</em> (pgs. 446 - 458) &amp; <em>Chapter 13</em> (pgs. 470 - 478)</td>
<td>Test #2 April 8 - 10 (Recording, Planning &amp; Interventions)</td>
</tr>
<tr>
<td>Week 14 Apr. 17</td>
<td>Evaluation. Understanding importance of evidence based practice and use of research in practice; selecting appropriate measures to evaluate client outcomes</td>
<td><em>Kirst-Ashman &amp; Hull Chapter 8</em> (Read section on evaluation, pages 285-303)</td>
<td>Case Study Phase II Due!</td>
</tr>
<tr>
<td>Week 15 Apr. 24</td>
<td>Brokering, Case Management, &amp; Linking. Understanding how to obtain information on community resources and services; developing relationships with agencies; empowering clients</td>
<td><em>Kirst-Ashman &amp; Hull Chapter 15</em></td>
<td>Case Study Phase III Due!</td>
</tr>
<tr>
<td>Week 16 May 1</td>
<td>Termination &amp; Follow-Up. Importance of planning for termination; reviewing client progress; making appropriate referrals; Follow-up &amp; Wrap-Up</td>
<td><em>Kirst-Ashman &amp; Hull Chapter 8</em> (Read section on termination &amp; follow-up, skip information on programs, small groups and large systems)</td>
<td>Life Review Reflection Test #3 May 1 - 3 (Special Populations, Evaluations, Brokering, Termination &amp; Follow-Up)</td>
</tr>
</tbody>
</table>
**TENTATIVE LAB SCHEDULE**

*This schedule is provided so readings may be done prior to the lab sessions. You will need to read the material in order to complete the exercises! The instructor reserves the right to modify the schedule as class needs dictate. Complete the Self-Appraisals at the end of each Chapter*

<table>
<thead>
<tr>
<th>WEEK &amp; DATE</th>
<th>TOPIC</th>
<th>LAB READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Overview</td>
<td>General expectations for lab</td>
<td>Beginning introductions</td>
</tr>
<tr>
<td>Jan. 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Professionalism</td>
<td><em>Cournoyer: Chapter 1 - Review skills and common factors</em></td>
<td><em>Cournoyer: Chapter 5 – Do summary exercises on pages 161-164. Select 4 of the exercises</em></td>
</tr>
<tr>
<td>Jan. 24</td>
<td>Engagement</td>
<td><em>Cournoyer: Chapter 2 - Read Chapter for information on completing Self-Understanding Exercises:</em> Complete a Genogram, Eco-Map and Critical Events Timeline &amp; Social Support Scale of yourself. Write a one page summary to reflect upon your fit for the social work profession based on these exercises:</td>
<td><em>Role play: Practice explaining to a client various components of the code of ethics (such as confidentiality, self-determination, duty to warn, duty to report etc.)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Cournoyer: Chapter 6</em> Read pages 187-201. Nonverbal communications and body language, listening, active listening</td>
<td><strong>Self-Understanding Due on Feb. 21</strong> (Turn in to Main Class - Dr. Thomas)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Preparing</td>
<td>Cournoyer: Chapter 7 Read chapter</td>
<td>Complete exercises: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, &amp; 7.7</td>
</tr>
<tr>
<td>Jan. 31</td>
<td></td>
<td>Preparing for effective practice with clients. Use of important preparatory processes in work with individuals</td>
<td>Complete the chapter summary exercises on pages 218-220. Select three of the Case Situations</td>
</tr>
<tr>
<td>Week 4</td>
<td>Beginning</td>
<td><em>Cournoyer: Chapter 8</em> Communicating for introductions, purpose and orientation, seeking clarification, reflecting content, feelings to facilitate relationship</td>
<td>Complete exercises by selecting one case situation for each: 8.3, 8.4, 8.5, 8.6</td>
</tr>
<tr>
<td>Feb. 7</td>
<td></td>
<td></td>
<td>Complete the chapter summary exercises on pages 242-245. Select two of the case situations</td>
</tr>
<tr>
<td>WEEK &amp; DATE</td>
<td>TOPIC</td>
<td>LAB READINGS</td>
<td>ASSIGNMENTS DUE</td>
</tr>
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</tbody>
</table>
| Week 5       | Exploring        | *Cournoyer: Chapter 9*  
Read chapter  
Understanding assessment with clients. | Select two exercises to complete for each: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7  
Complete chapter summary exercises on pages 286-289.  Select 2 of the Case Situations |
| Feb. 14      |                  |                                                                             |                                                                                                                                                  |
| Week 6       | Assessing        | *Cournoyer: Chapter 10*  
Read chapter  
Understanding assessment with clients. | Complete chapter summary exercises on pages 328-332.  Select 3 of the Case Situations  
*Practice interviewing to obtain assessment information*  
*Begin to Schedule Interviews with Mock Clients – Contact clients by phone and follow-up by email* |
| Feb. 21      |                  |                                                                             |                                                                                                                                                  |
| Week 7       | Diversity & Cultural Competence | *Cournoyer: Chapter 6* – Read pages 171-186  
Practice skills | Practice skills  
*Begin Mock Interviews*                                                                                                                                 |
| Feb. 28      |                  |                                                                             |                                                                                                                                                  |
| Week 8       | Recording        | *Cournoyer: Chapter 12* – Read (pgs. 416-420).  
*Cournoyer: Chapter 13* – Read (pgs. 431-434).  
Importance of writing in professional practice | Complete exercise 12.12 by selecting two situations  
*Continue Mock Interviews*                                                                                                                                 |
| Mar. 6       |                  |                                                                             |                                                                                                                                                  |
| Week 9       | Planning         | *Cournoyer: Chapter 11*  
Read pages 335 – 355  
Understanding key components of goals and objectives | Complete exercises 11.1, 11.2, 11.3, 11.4, 11.5: Select two for each exercise  
*Continue Mock Interviews*  
*Practice developing a contracting with a lab partner* |
<p>| Mar. 13      |                  |                                                                             |                                                                                                                                                  |
| Week 10      |                  |                                                                             | <em>Spring Break! Have fun…</em>                                                                                                                                 |
| Mar. 20      |                  |                                                                             |                                                                                                                                                  |</p>
<table>
<thead>
<tr>
<th>WEEK &amp; DATE</th>
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<th>LAB READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| Week 11   | Planning             | *Cournoyer: Chapter 11 (cont.)*  
Read pages 335 – 356  
Understanding key components of goals and objectives | Complete exercises 11.6, 11.7: Select two for each exercise  
*You must complete Interview this week!* |
| Mar. 27    |                      |                                                                             |                                                      |
| Week 12   | Working Phase        | *Cournoyer: Chapter 12 – Read (pgs. 379-392).*                             | Complete exercises 12.1, 12.2. Select 2 for each exercise  
*Practice interviewing for goal attainment.*  
*Video due this week!* |
| Apr. 3     |                      |                                                                             |                                                      |
| Week 13   | Working Phase        | *Cournoyer: Chapter 12 – Read (pgs. 395-413).*                             | Complete exercises 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10. Select two for each exercise |
| Apr. 10    |                      |                                                                             |                                                      |
| Week 14   | Evaluation           | *Cournoyer: Chapter 11 – Read planning for evaluation, pages 366 – 372;  
Chapter 12 – Read Evaluating on pages 392-394.*                          | Complete exercise 11.8; select two  
Complete exercise 12.3; select two |
| Apr. 17    |                      |                                                                             |                                                      |
| Week 15   | Termination          | *Cournoyer: Chapter 12 – Read pages 414-416.  
Chapter 13 – Read chapter*                                                 | Complete exercise 12.11; select two  
Complete exercise 13.1, 13.2, 13.3; select two for each  
*Role play effective endings*  
Complete & Discuss Self-Appraisal Questionnaire (pgs. 470-476); sum your total score |
| Apr. 24    | Follow-up Wrap-up & Review |                                                                             |                                                      |

Overall course grades will be assigned on the basis of a point system as follows:

**GRADING FOR COURSE**

- **A** = 900 - 1000 points
- **B** = 800 - 899 points
- **C** = 700 - 799 points
- **D** = 600 - 699 points
- **F** = < 600 points
### OVERVIEW OF COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight &amp; Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LAB</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Practice Lab, Workbook Exercises &amp; Participation</td>
<td>10% 100</td>
<td>Weekly See Lab Schedule</td>
</tr>
<tr>
<td>You are required to actively engage and participate in all required activities exercises and demonstrations. You are also expected to complete assigned exercises from the Workbook. The workbook will be checked during the practice labs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Client Interview</td>
<td>10% 100</td>
<td>Video Due April 3</td>
</tr>
<tr>
<td>Students will act in the role of ‘social worker’ and complete one interview with a mock ‘client.’ This interview will be videotaped for use as a learning tool for you and your peers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Case Study Project</td>
<td>30% 400</td>
<td>Phase I Due April 3 Phase II Due April 17 Phase III Due April 24</td>
</tr>
<tr>
<td>This assignment is divided into three phases and requires students to demonstrate their understanding of these important social work processes: Process Recording, 100 points (Phase I); Assessment, 200 points (Phase II); Planning &amp; Intervention, 100 points (Phase III). Each of these phases are related to your ‘mock’ client.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Life Review Project</td>
<td>10% 100</td>
<td>Life Review Reflection Due May 1</td>
</tr>
<tr>
<td>You will be involved in a real life experience in which you will interview an older adult at an area agency about his/her life experiences. This project is designed to prepare BSW students for practice with older adults. You are encouraged to complete this assignment earlier in the semester!</td>
<td></td>
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</tr>
<tr>
<td>V. Tests</td>
<td>30% 300</td>
<td>March 4 – 6 April 8 – 10 May 1 – 3</td>
</tr>
<tr>
<td>Three tests will be given throughout the semester and cover critical practice concepts. Each test is worth 100 points each. Tests will be conducted online in the Blackboard Learn online platform.</td>
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</tr>
</tbody>
</table>

**Total Points Possible:**

*Failure to complete all assignments may result in failing the course*
ASSIGNMENT DETAILS

I. PRACTICE LAB
Anna R. Rozell, LCSW – Lab Instructor

The purpose of the practice lab is to provide you with "hands on" experience in a safe, small, and controlled environment. You will learn much about human interaction through this practice experience. Some risk taking is necessary as you begin to develop helping skills and other social work competencies. In the lab, each individual is expected to contribute to the creation of an atmosphere of encouragement, respect, and openness to support practice of these skills. Students will be evaluated not only on the attainment of skills, but on their professionalism and attitude towards skill demonstrations. You will need to give this process your full attention to ensure that learning is enhanced as you prepare for the role of social worker.

You will be required to attend a one-hour weekly lab scheduled at set time periods. The lab will consist of a small group of your peers from class. These individuals will be your lab partners. Attendance will be taken and you must sign-in to verify attendance at lab sessions. There is also a strict attendance policy for labs. You must not miss more than two labs or severe penalties will be applied.

LAB EXPECTATIONS:

In the lab you will be expected to accomplish tasks such as the following:
1. Review completed workbook readings, exercises and activities, engage in small group discussion, analyze cases or complete other assignments as required
2. Do practice exercises or interviews in which you play the role of ‘social worker’ (*to give you hands on practice of helping skills*)
3. Do practice exercises or interviews in which you play the role of ‘client’ (*to help you develop empathy and experience how the helping process impacts the person being helped*)
4. Serve as ‘observer’ and provide verbal / written feedback for peers during practice exercises
5. Reflect on your own skills and abilities both verbally or in writing
6. Maintain professionalism at all times and remain on task to ensure that learning occurs for all participants

WORKBOOK EXERCISES
The workbook follows the generalist framework and addresses essential skills for a practicing social worker. Skills learned from reading the workbook and completing the exercises will help you in conducting the required interview. Workbooks will be checked weekly during the practice labs and you will receive credit based on these checks (*Keep the assignments in your book and do not tear them out*). If your book is not available at the time of the check, you will not receive credit.

PRACTICE LAB REFLECTION
At the end of the semester, you will need to complete an assessment of your skill level. This essentially involves exploring your progress or lack of progress throughout the course. Complete the Self-Appraisal form in Cournoyer to assess your skill level (p. 470-476). You may be asked to share or discuss this in your last lab session.
II. CLIENT INTERVIEW & VIDEO

You will each have a mock ‘client’ assigned to you and you will assume the role of ‘social worker’ in a mock professional interview and video. You will be provided contact information regarding your client and will need to set up an appointment for the interview – for a specified week that will be provided to you. You are expected to keep your scheduled session. The ‘client’ will present with a particular ‘issue’ or ‘concern’ and it will be your responsibility as the ‘social worker’ to demonstrate adequate skills for working with a client. Please note that all student videos will be utilized in future classes for educational purposes.

This interview is to be taken seriously and you are expected to demonstrate maturity, responsibility, and professionalism. You are also expected to demonstrate a moderate level of skill in this assignment in order to pass the course. The assigned readings and activities will prepare you for the skills that need to be demonstrated in the interview process. You will have access to a Video Ready Interview Room located in Chilton Hall, 1st Floor, Room 130.

INTERVIEW VIDEO: Demonstrate Engagement & Assessment Due: April 3
During this video, you are to demonstrate interpersonal skills and how to engage the client. You will then move into the assessment phase of the interview and ask appropriate questions regarding the client’s situation. This interview must be at least 20 minutes in length. During this interview you will need to make sure you collect necessary information to have an adequate understanding of your client’s problems, needs, and abilities in order to write up a comprehensive assessment (see Case Study Assignment). You will need one blank DVD for recording the interview. You are to submit both the recorded DVD Video and Phrase I of the Case Study Project that critiques your skills.

Video Requirements:
- Dress professionally & demonstrate engagement skills (helping client relax, active listening, body language etc.)
- Explain informed consent to the client (define your role as social worker, qualifications, limits of confidentiality, what to expect etc.)
- You may choose to have your client complete an Intake Form to collect demographic information, or verbally obtain this information from the client, or use other appropriate means.
- Gather appropriate assessment information – prior to the interview you may want to develop a list of questions you might want to ask. Also, you may want your client to complete assessment tools. Your goal during the assessment process is to fully understand your client’s problem/concerns (how long it has existed, intensity, etc.) and strengths.
- Rely more on open-ended questions as opposed to closed-ended questioning. Allow your client to tell his or her story. At this stage, you do not try to give your client advice or try to resolve the problem; just gather information about the client’s circumstances.

‘CLIENTS’
The ‘client’ working with you this semester is a Student Volunteer from one of the other practice classes who will serve as your mock ‘client’ to help you develop your practice skills. Please note that the role the ‘client’ portrays is fictitious. However, your client will make this experience as realistic as he/she can to help you learn. Treat our volunteers with the utmost respect for their time and commitment to this project; show them great appreciation and thank them for their participation. If you are having any problems making contact you will need to let the Lab Instructor know ASAP to deal with any difficulties. Students’ schedules are very busy so contact your client early and follow-up to confirm appointments; this will help alleviate problems (just like in the real world!).
III. CASE STUDY PROJECT

APPLYING GENERALIST INTERVENTION MODEL

Social workers are required to prepare numerous reports and maintain records. This case study assignment simulates some of these expectations, as well as the reality of meeting deadlines in social work practice. You should prepare these materials as if your job depended on it (as in the ‘real’ world).

You will use your assigned “mock” client to complete all three phases of your case study as described below. This project provides you the opportunity to apply theory to practice. In written form, these products will demonstrate your understanding of engagement, assessment, planning/contracting, and appropriately intervening with services. This project will be divided in three phases.

All papers must be single-spaced and must meet the minimum page requirements specified for each phase. You will follow the concepts outlined in the text to apply key practice skills to ensure you can:

1. Understand skills needed for micro-level practice
2. Gather relevant client data for assessment
3. Establish appropriate goals and objectives to plan with client
4. Identify effective service interventions
5. Synthesize information into professional reports

Each phase will consist of these components

I. Process Recording  Due: April 3 (length as needed for required segment)
Process recording is a teaching tool that has been essential to the profession of social work. In this phase, you will analyze the professional behaviors and skills you demonstrated in your video. It is utilized to assess your personal growth and development and will be beneficial in helping you identify both your strengths and continued learning needs. You will select a 10 minute segment of your interview video and document verbatim the dialogue between yourself and the client (use the format discussed in class regarding process recordings – also see the Process Recording handout in Blackboard Learn).

You will analyze the following components in the process recording:

1. Column 1 – Verbatim dialogue between self and your ‘client’
2. Column 2 – Describe the knowledge base and skills that guide what you are doing
3. Column 3 – Analyze your responses (verbal/nonverbal) to the client. Describe your reaction/gut feelings and thoughts related to the responses (both client and self)
4. Summary – Write one page that addresses your impressions regarding the overall strengths you demonstrated and observations on how you could improve in your skills
II. Assessment  
Due: April 17  (Minimum 3 pages)  
Maximum Points:  200

You will complete a comprehensive, written assessment of your assigned mock ‘client’ based on your interview. During the assessment phase, relevant data is analyzed to make sense of the client information gathered. This process requires use of critical thinking skills to help you understand client information. The assessment must address at least six appropriate dimensions to provide a clear portrayal of the client (such as diversity issues, client strengths, family history, medical history, development, education, support network, employment, spirituality, environmental issues, etc.) Conclude the assessment with a category entitled “Impressions” that reflects upon your understanding of the client’s situation, needs and how to proceed in work with client. You must follow these directions, required components, and general format of the Case Study as indicated in the example available (see Blackboard Learn)

You must also select, incorporate, and utilize information from two appropriate assessment tools in your written assessment. Assessment tools help enhance your understanding of the client and can include: Eco-map, genogram, standardized instruments, critical timeline, mental status exam, DSM-IV, strengths matrix etc. These two assessment tools must be filled out (as if completed by the client) and attached to the assessment and turned in on the due date.

This is a major assignment and will be graded with strict requirements (An “A” will not be easy to obtain). Make sure your assessment is well written, detailed and reflects a good picture of your client. Review the Case Study project grading rubric on Blackboard that specifies the grading requirement. Please review these requirements carefully!

III. Plan & Intervention  
Due: April 24  (Minimum 1½ pages)  
Maximum Points:  100

This phase consists of two different components

a) Service / Treatment Plan
This phase involves the process of identifying targets for change by developing a service plan. Based on information gathered during the assessment phase with the client, you will:

1. Specify the identifying problem(s). Develop a plan for the client: Establish 2 client goals and 2 objectives for each goal (for a total of two goals and four objectives). You must follow the format for writing objectives reviewed in class.

b) Intervention
1. In this phase you must recommend strategies or approaches to alleviate the client’s problem and describe your tasks as the social worker. Also, describe what methods are appropriate to help the client accomplish his or her goal. You will also address any appropriate means to empower the client and build on his or her strengths.

2. Consider one of the client’s goals you identified above. Research the literature for appropriate interventions to alleviate this problem area and then describe the intervention(s) or implementation process in detail. Describe your rationale for selecting these intervention approaches (from the literature). In other words, document why you are confident that the intervention you describe will be effective (cite at least two sources from the literature to back up your claim).
IV. LIFE REVIEW PROJECT

This semester our class will be involved in a life review project designed to prepare BSW students for social work practice with older adults. We will partner with an agency serving older adults in the community and you will be assigned an older adult to interview. This provides you with a very unique opportunity to further advance practice skills such as relationship building, communication, and interviewing. You will meet and schedule an appointment with your assigned volunteer at a time agreeable between the two of you. Please be respectful of their time and let them know it is appreciated.

You will conduct a review of this person’s Life Journey – called a “Life Review.” This process may also be beneficial to the older adult as it allows them to reminisce about their lives, turning points, and how they made decisions over time – an important developmental process as we age (See Life Review Handouts in Blackboard Learn). You will also complete a Reflective Paper about your experiences with this project and what you learned from it.

V. PRACTICE CONCEPTS

Tests

There will be three tests throughout this semester. The objective is to assess your mastery of key material presented and reinforce concepts from assigned readings and classroom discussion. Knowledge acquisition in these areas is crucial and will help prepare you as a practitioner. The tests will primarily be in these differing formats: True/False, fill in the blank, and multiple choices. There will be approximately 50 questions per test.

Students will access and take all tests using Blackboard Learn at: http://learn.unt.edu

The tests will be open for a period of 3 days as posted in this syllabus. Therefore, you have the flexibility of choosing when you may take the tests. Once you sit for the test, you must complete it (you can’t save and return to it later). The test questions will be presented one at a time and the questions may differ per student. You may not use your text, notes, other materials or consult or converse with others while taking the exam. Reports of cheating will be thoroughly investigated and severely penalized.