

DEPARTMENT OF COMMUNITY & PROFESSIONAL PROGRAMS
Social Work Practice I (SOWK 3800)
(3 credit hours)

FALL 2013

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Class: Tuesday 2:00 – 4:50 PM

Telephone: 940-369-7095
Hours: Tuesday 11:00 to 1:30 or By appointment
Classroom: Business Leadership Building 073

Please note that the instructor for this course has the option to revise or alter the course syllabus at any time.

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 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, planning and use of 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.

Core Competency	Course Objectives <i>Students will:</i>	Assessment
Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)	Demonstrate effective oral and written communication in working with individuals (P.B. #13)	Lab Exercises, Mock Video, Life Review, Phase II & III Projects, Test

Core Competency	Course Objectives <i>Students will:</i>	Assessment
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (EP 2.1.10)	Substantively and affectively prepare for action with individuals (PB #29) Use empathy and other interpersonal skills (PB #30) Collect, organize, and interpret client data (PB.#32) Develop mutually agreed-upon intervention goals & objectives (PB#34) Select appropriate intervention strategies (PB #35)	Lab Exercises, Mock Video, Life Review, Test Lab, Mock Video, Phase I Project, Life Review, Test Phase II Project, Test Phase II & III Projects, Test Phase III Projects, Test

ACADEMIC INTEGRITY

You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the [Student Handbook](#). The content of the Handbook applies to this course. Additionally, for this course, students are expected to 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. *Plagiarism and claiming the work of others as your own may result in severe penalties or failure of this course.* If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

CLASS POLICIES

INCOMPLETE POLICY

Incompletes 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 14 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: <http://www.unt.edu/csrr>.

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; 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 course tests will not be allowed.

OTHER KEY POLICIES

Computers/Cell phones: Texting in class is not allowable and phones must be silenced. Also, laptops are typically used to surf the net and anything unrelated to class...therefore they are restricted unless permission is expressly granted.

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 official UNT assigned, external email address; this is known as EagleConnect (<http://eagleconnect.unt.edu>). Please be sure to check this account frequently, or forward it to your most frequently utilized email service.

REQUIRED TEXTBOOKS

Sheafor, B. & Horejsi, C. (2012). *Techniques and Guidelines for Social Work Practice (9th Ed.)*. Upper Saddle River, NJ: Allyn & Bacon

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

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. Supplementary information and resources for this course will be posted in the Blackboard Learn online platform or materials may be available in E-reserves through the UNT library. These reading assignments may be accessed by clicking on the link for the reading assignment within the module or from this syllabus. A listing of any readings may be accessed on the library E-reserve site by clicking this link here: [Supplemental Readings](#)

Note: You can only access the readings by signing into the library E-reserve site using 3 different steps: 1) Enter your EUID, 2) Enter your UNT password, and 3) Type in a special password for this course which is “**SOWK3800**.” Please note that this course password is case sensitive.

METHODS OF INSTRUCTION

For this class, we will use a concept called the flipped or inverted classroom for most of the lecture materials. This model places lectures online so that they are available to students to review as needed. The classroom time is used for creative and experiential opportunities. This encourages the application and practice of newly acquired material in the classroom for the support of peers and instructor. This method has been found to engage in higher order thinking as you struggle with the material. So instruction is more targeted and addresses your needs with the content. This method places more value on the time spent in the classroom with good results in student learning outcomes (Sams & Bergmann, 2013) with. This method is.

In addition, 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, team-based learning with small groups, skill demonstrations, feedback, peer learning activities, lectures, and observations.

SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find support. Take control. Be prepared. Get involved. Be persistent. To learn more about campus resources and information on how you can achieve success, go to: succeed.unt.edu.

COURSE OUTLINE, READINGS, AND ASSIGNMENTS

*It is expected that you will complete all readings and review online lectures **prior** to class. The classroom will be reserved as an instrument to implement this knowledgebase. The instructor reserves the right to modify the schedule, as class needs dictate.*

WEEK & DATE	TOPIC	READINGS DUE <i>(Readings due by dates indicated)</i>	ASSIGNMENTS DUE
Week 1 Sept. 3	Overview. Review of course, expectations, requirements, policies, assignments. Domain of practice, art and science of practice and roles.	<i>Review of syllabus, Class Assignments, Program Orientation</i>	
Week 2 Sept. 10	Building Blocks. Guiding principles & ethical practice. Building relationships, verbal & nonverbal communication skills.	<i>Sheafor & Horejsi: Review Chapter 5. In Chapter 8 read section sections 8.1 - 8.3 (pp. 95-102) & section 8.9</i> <i>Cournoyer: Read Chapter 5 (not exercises)</i>	
Week 3 Sept. 17	Preparatory Skills. Readiness for client contact. Understanding emotions, effective skills, empathy, & barriers. Components of professional behavior.	<i>Sheafor & Horejsi: In Chapter 8 read sections 8.4, 8.6 & 8.8</i> <i>Cournoyer: Chapter 1, pp. 16-24. Chapter 7, Read chapter (not exercises), Review Appendix 13 (pp. 580 – 585)</i>	
Week 4 Sept. 24	Beginning Interviewing. Establishing helping relationships; making contact and processes. Developing effective interviewing skills.	<i>Cournoyer: Read Chapter 8 (not exercises)</i> <i>Sheafor & Horejsi: In Chapter 10 read pp. 141 – 154</i>	Self-Understanding Exercise Due!
Week 5 Oct. 1	Field Trip. Lewisville Estate. Agency visit for Life Review Project	<i>Sheafor & Horejsi : Chapter 15, section 15.5 on working with older adults (pp. 368 - 370)</i> <i>Cournoyer: Review Chapter 9, pp. 285 - 308 (not exercises)</i>	
Week 6 Oct. 8	Exploring & Therapeutic alliance. Working with resistance clients. Special Populations, Diversity & Difference.	<i>Sheafor & Horejsi: Read Chapter 8, sections 8.5, 8.7 & 8.10. Read Chapter 10, sections 10.7 to 10.10</i> <i>Cournoyer: Read pp.182 -193 of Chapter 6 (not exercises). Review Chapter 9, pp. 308 - 323 (not exercises)</i>	Schedule Interviews! Test #1 Oct. 12 – 15th <i>(Topics & readings from Sept. 3 to Oct. 8th)</i>

WEEK & DATE	TOPIC	READINGS DUE <i>(Readings due by dates indicated)</i>	ASSIGNMENTS DUE
Week 7 Oct. 15	Assessment. Comprehending client situation and collecting information to define problem. Using multidimensional framework and multiple sources. Organizing a professional report.	<i>Sheafor & Horejsi:</i> In Chapter 11, read pp. 171 - 202 <i>Cournoyer:</i> In Chapter 10 read pp. 337 – 360 (<i>not exercises</i>)	Week 1 of Mock Interviews!
Week 8 Oct. 22	Assessment (<i>continued</i>). Acquiring clear definition of problem; assessing areas of social functioning & strengths. Importance of settings, perceptions, and sources. Professional use of assessment tools to help understand client.	<i>Sheafor & Horejsi:</i> In Chapter 11, read pp. 205 - 219 <i>Cournoyer:</i> In Chapter 10 read pp. 361 - 388 (<i>not exercises</i>)	Week 2 of Mock Client Interviews!
Week 9 Oct. 29	Recording. Communication and application of skills; determining relevant information for documentation. Understanding writing formats.	<i>Supplemental Reading:</i> <i>Kirst-Ashman & Hull, Chapter 16</i> <i>Sheafor & Horejsi:</i> In Chapter 9, read sections 9.1 & 9.4 <i>Cournoyer:</i> In Chapter 12 read pp. 469-473 (<i>not exercises</i>)	Week 3 (Last Week) of Mock Client Interviews!
Week 10 Nov. 5	Planning & Contracting. Clearly defining client problems; Prioritizing areas of work. Key components of intervention goal and objectives. Formalizing contracts.	<i>Sheafor & Horejsi:</i> In Chapter 12, read pp. 226 - 242 <i>Cournoyer:</i> In Chapter 11, read pp. 389 – 411 & p.p. 417 - 420 (<i>not exercises</i>)	Case Study Phase I - Process Recording & Video Due!
Week 11 Nov. 12	Interventions & Implementation. Theoretical frameworks for practice. Importance of evidence-based interventions, articulation of rationale. Using client strengths to resolve problems.	<i>Sheafor & Horejsi:</i> In Chapter 13, read pp. 253 - 286	Test #2 Nov. 9 – 12th <i>(Topics & readings from Oct. 15th - Nov. 5th)</i>
Week 12 Nov. 19	Brokering, Case Management, & Linking. Understanding how to obtain information on community resources and services; developing relationships with agencies; empowering clients.	Supplemental reading as assigned	Case Study Phase II – Assessment Due!

WEEK & DATE	TOPIC	READINGS DUE <i>(Readings due by dates indicated)</i>	ASSIGNMENTS DUE
Week 13 Nov. 26	Evaluation. Understanding importance of evidence based practice and use of research in practice; selecting appropriate measures to evaluate client outcomes	<i>Sheafor & Horejsi:</i> In Chapter 14, read pp. 318 - 340 <i>Cournoyer:</i> In Chapter 11, read pp. 411 – 417 <i>(not exercises)</i>	Case Study Phase III – Planning & Intervention Due!
Week 14 Dec. 3	Termination & Follow-Up. Importance of planning for termination; reviewing client progress; making appropriate referrals; Follow-up & Wrap-Up	<i>Cournoyer:</i> In Chapter 13, read pp. 477 – 489 <i>(not exercises)</i> Sheafor, Chapter 14, section 14.7 (pp. 340 - 342)	Life Review Reflection Due! Test #3 Dec. 1 – Dec. 4th <i>(Topics & readings from Nov 12 - Dec. 3rd)</i>

WEEK & DATE	TOPIC	LAB READINGS	ASSIGNMENTS DUE
Week 4 Sept. 24	Beginning	<i>Cournoyer</i> : Chapter 8 Communicating for introductions, purpose and orientation, seeking clarification, reflecting content, feelings to facilitate relationship	Complete exercises by selecting one case situation for each: 8.1, 8.2, 8.3, 8.4, 8.6 <i>In class role play: Practice summary exercises</i> Self-Understanding Due! Turn in to Dr. Thomas in Practice 1 Class
Week 5 Oct. 1	Exploring	<i>Cournoyer</i> : Chapter 9 Read pp. 271 – 308. Understanding exploration of problem with clients.	Select two case situations to complete for each: 9.1, 9.2, 9.3, 9.4 (<i>also complete table 9.7 on p.302, write in lab book</i>) & 9.5 <i>In class role play</i>
Week 6 Oct. 8	Exploring (<i>cont.</i>)	<i>Cournoyer</i> : Chapter 9 (continued) Read pp. 308 – 329.	Select two case situations to complete for each: 9.6, 9.7, 9.8 & 9.9. Complete 2 of the summary exercises at end of chapter <i>In class role play</i> Schedule Interviews with Mock Clients! <i>Contact clients by phone and follow-up by email</i>
Week 7 Oct. 15	Assessing	<i>Cournoyer</i> : Chapter 10 Read pp. 337 - 360 Understanding assessment with clients.	Select two case situations to complete for each: 10.1 & 10.2 <i>Practice interviewing to obtain assessment information</i> Begin Interviews <i>Week 1 of Mock Interviews!</i>
Week 8 Oct. 22	Assessing (<i>cont</i>)	<i>Cournoyer</i> : Chapter 10 Read pp. 361 - 388 Understanding assessment with clients.	Select two case situations to complete for 10.3 Complete 2 case situations in the chapter summary exercise at end of chapter <i>Practice interviewing to obtain assessment information</i> Continue Week 2 of Mock Interviews!
Week 9 Oct. 29	Diversity & Cultural Competence	<i>Cournoyer</i> : In Chapter 4 read pp. 107 – 130. In Chapter 6 read pp. 182 - 196	In Chapter 4 complete and discuss Table 4.8 & Table 4.9 in summary exercises <i>In class practice exercise 6.1, #1 in Chapter 6 (do not record)</i> Week 3: Last Week for Mock Interviews!

WEEK & DATE	TOPIC	LAB READINGS	ASSIGNMENTS DUE
Week 10 Nov. 5	Planning	<i>Cournoyer</i> : In Chapter 11, read pp. 389 – 410 Understanding key components of goals and objectives	Complete exercises 11.1, 11.2, 11.3: Select two case situations for each exercise <i>Practice developing a contract with a lab partner</i> Video & Process Recording Due!
Week 11 Nov. 12	Working Phase	<i>Cournoyer</i> : In Chapter 12, read pp. 425 – 439 & pp. 443 - 449	Complete exercises 12.1, 12.2, 12.4, 12.5. Select 2 case situations for each exercise <i>Practice interviewing for goal attainment</i>
Week 12 Nov. 19	Working Phase (<i>cont.</i>)	<i>Cournoyer</i> : In Chapter 12, read pp. 449 - 466.	Complete exercises 12.6, 12.7, 12.8, 12.9, 12.10. Select two case situations for each exercise
Week 13 Nov. 26	Evaluation Termination & Follow-up Wrap-up & Review	<i>Cournoyer</i> : In Chapter 11, read planning for evaluation, pp. 411 – 417. In Chapter 12, read Evaluating, pp. 439 - 442 <i>Cournoyer</i> : In Chapter 12, read pp. 466 – 469. In Chapter 13, read pp. 477 – 489 LAST WEEK OF LAB!	Complete exercise 11.4; select three case situations Complete exercise 12.3; select two case situations. Complete exercise 12.11; select two case situations. Complete exercise 13.1, 13.2, 13.3; select two Case scenarios <i>Role play effective endings</i> Complete & Discuss Self-Appraisal Questionnaire (pp. 535 - 542); sum your total score

OVERVIEW OF COURSE ASSIGNMENTS

Assignments	Weight & Points	Due Dates
PRACTICE LAB		
<p>I. Workbook Exercises, Assignments & Participation You must actively engage and participate in required activities exercises and demonstrations. Also, you must complete assigned exercises from the Workbook. The workbook will be checked during the practice labs. Self-Understanding = 20 points</p>	10% 100	Weekly <i>See Lab Schedule</i>
<p>II. Client Interview 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.</p>	10% 100	Video Due November 5
<p>III. Case Study Project This assignment is divided into three phases and requires students to demonstrate their understanding of these important social work processes: Process Recording, 100 points (<i>Phase I</i>); Assessment, 200 points (<i>Phase II</i>); Planning & Intervention, 100 points (<i>Phase III</i>). Each of these phases are related to your ‘mock’ client.</p>	30% 400	Phase 1 Due Nov. 5 Phase II Due Nov. 19 Phase III Due Nov. 26
<p>IV. Life Review Project You will be involved in a real life experience in which you will interview an older adult about his/her life experiences. This project will prepare BSW students for practice with older adults. You are encouraged to complete this assignment <u>early</u> in the semester!</p>	10% 100	Life Review Reflection Due: Dec. 3
<p>V. Tests 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.</p>	30% 300	Test #1 Oct. 12 – 15th Test #2 Nov. 9 – 12th Test #3 Dec. 1 – Dec. 4th
Total Points Possible:		100%
<i>Failure to complete all assignments may result in failing the course</i>		1000

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

- A = 900 - 1000 points
- B = 800 - 899 points
- C = 700 - 799 points
- D = 600 - 699 points
- F = < 600 points

CRITERIA FOR STUDENT EVALUATION

Students' progress will be evaluated utilizing the following criteria:

The social work profession demands accurate, clear, and professional reporting skills; you will need to 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. Here are some general requirements for all course 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 demonstrate professional writing, 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!*

ASSIGNMENT DETAILS

I. PRACTICE LAB

Dr. Melissa Stanford Oden – 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 of you are expected to contribute to the creation of an atmosphere of encouragement, respect, and openness to support practice of these skills. You will be evaluated not only on the attainment of skills, but on your 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. Complete 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 workbook 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 the Cournoyer text to assess your skill level (pp. 603 - 609) – only those components demonstrated in your interview. 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. You will be assigned a specified week to conduct the interview and are expected to keep your scheduled appointment. 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 the client. *Please note that 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 room with a camera set up to record your video – located in the Dept. of Community & Professional Programs, Chilton Hall, 2nd Floor, Suite 263.

INTERVIEW VIDEO: Demonstrate Engagement & Assessment

Due: Nov. 5th

During this video, you are to demonstrate interpersonal skills and efforts to engage your 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 for a future assignment (*see details below*). You will need one blank **DVD** for recording the interview (*more details will be provided*). You are to submit both the recorded DVD Video and Phrase I, the process recording of the Case Study Project that critiques your skills.

Video Requirements:

- Dress professionally & demonstrate engagement skills (helping client relax, active listening, attending skills, effective 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, 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

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 the client
4. Identify effective service interventions
5. Synthesize information into professional reports

Each phase will consist of these components:

I. Process Recording

Due: Nov. 5th (length as needed for required segment)
Maximum Points: 100

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 are encouraged to select a section where you see that you may have made some mistakes. This will assist you in growing and learning from errors.

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 a one page reflection to addresses your impressions regarding the overall strengths you demonstrated and observations on how you could improve in your skills

II. Assessment

Due: Nov. 19th (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, include all of the required components, and use the general format of the Case Study as indicated in the example available in 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-V, strengths matrix, concept map, risk/resilience factors, etc. These two assessment tools must be filled out (*as if completed by the client*), attached to the assessment, and turned in on the due date.

Refer to Sheafor, chapter 15 (pp. 353 - 421) for guidelines on work relevant to your assigned mock client). Also refer to a general example of an Assessment in Cournoyer, pp. 586 – 598)

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 above instructions carefully to ensure you include all requirements!

III. Plan & Intervention

Due: Nov. 26th (Minimum 1½ pages)
Maximum Points: 100

This phase consists of two different components

A. Service / Treatment Plan

The planning 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. Tasks or action steps are not required.

B. Intervention

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. You will 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) techniques 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*).

Sheafor & Horejsi, Chapter 6, provides some guidelines on practice framework, perspectives and theories. See Sheafor & Horejsi, Chapter 13 on some guidelines regarding intervention techniques. Also see Sample Plan in Cournoyer, pp. 598 – 601).

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 some handouts online*). You will also complete a Reflection Paper about your experiences with this project and what you learned from it.

V. 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. 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. You will access and take all tests using the Blackboard Learn system at: <https://learn.unt.edu>. The tests will be open for a period of 4 days as posted in this syllabus. 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 and could include termination from the program. It is strongly recommended that you use an internet connection while taking a test instead of Wi-Fi. Save your answers often (every 5-10 minutes). The tests will be timed so if you exit the system, the timer continues to count down. The test will be automatically submitted when the time expires. If you lose Internet connectivity during the tests, log back in immediately and try to continue on with the test. If you are unable to complete your test because of problems, you must contact the Blackboard Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis depending on this documentation (it must be an issue related to Blackboard Learn; not personal computer).

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.