COURSE DESCRIPTION

Practice I explore 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, and termination 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 populations 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**

Students will:

- 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)

**Assessment**

- 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

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**REQUIRED TEXTBOOKS**


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

**Supplemental Reading:** 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. A listing of any readings may be accessed on the library E-reserve website 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 “3800practice.” Please note that this course password is case sensitive.

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**METHODS OF INSTRUCTION**

For this class, we will use a concept called the flipped or inverted classroom for many 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 the instructor. This method has been found to encourage students to engage in higher order thinking as they struggle with the material. As a result, 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).

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, large and small group discussion, skill demonstrations, feedback, peer learning activities, lectures, and observations.
POLICIES

ACADEMIC DISHONESTY

Academic dishonesty is a student’s failure to do his or her own work in a course. It also includes providing any type of unauthorized assistance to other students, or engaging in activities that prevent other students’ success. Academic dishonesty will not be tolerated in any instructional setting including traditional face-to-face classrooms, electronic classrooms (online or blended courses), labs, and discussion groups or boards. Academic dishonesty includes, but is not limited to:

- **Cheating**: The use of unauthorized assistance in any academic exercise. Specific examples include:
  - *Improper use of phones*: The use of phones during exams administered in traditional face-to-face classes or online classes is expressly prohibited. If a cell phone is in a student’s hand or on his or her desk during a face-to-face exam, it will be assumed that the student is cheating and he or she will automatically receive a zero.
  - *Discussion with other students*: Students may not communicate with other students during an exam in either a traditional face-to-face or online class. Any student caught communicating with another student during the administration of an exam will automatically receive a zero irrespective of the content of the communication.

- **Plagiarism**: The use of another person or organization’s thoughts, ideas or words without proper attribution in any academic exercise regardless of intent. Specific examples of plagiarism include:
  - *Copying material verbatim* from websites, articles, books, or another student and failing to cite the source. Directly copied material must be delineated from the student’s work through the use of quotation marks.
  - *Passing off the idea of another as your own* by failing to provide credit to the source.

- **Forgery**: Altering a score or official academic university record or forging the signature of an instructor or other student. A specific example of forgery includes, but is not limited to:
  - Signing an attendance roster for another student or having another student sign for you.

- **Fabrication**: Falsifying or inventing any information, data or research as part of an academic exercise unless explicitly permitted by the instructor.

- **Facilitating academic dishonesty**: Helping or assisting another in the commission of academic dishonesty. Specific examples of this type of academic dishonesty include, but are not limited to:
  - Telling another student(s) specific exam questions and/or answers.
  - Taking screen shots of quiz or exam questions in an online course and providing them (or information about them) to another student(s) or utilizing them at a later date.
  - Making or reviewing an unauthorized copy of all or any portion of a quiz or exam.

- **Sabotage**: Acting to prevent another student from completing his or her work or willfully disrupting the academic work of other students.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. Moreover, at the instructor’s discretion, students suspected of cheating on an exam may be requested to re-take the exam in an alternative form or setting. Students who refuse this request will receive a “zero” on the exam. This applies in any course setting, online or otherwise. Students are encouraged to report suspected academic dishonesty to the instructor. If a student has any question about whether or not conduct constitutes academic dishonesty, the student should consult with the instructor before engaging in that conduct.

Penalties for academic dishonesty range from a verbal or written warning to a grade of “F” in the course. The student may also be reported to UNT’s Office for Academic Integrity. Further university issued sanctions may apply to incidents involving major violations.

More about the UNT’s academic integrity policies and students’ right to appeal may be found at [http://vpaa.unt.edu/academic-integrity.htm](http://vpaa.unt.edu/academic-integrity.htm).
DISABILITY ACCOMMODATION

UNT 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 the student with an accommodation letter to be delivered to the instructor to begin a private discussion regarding the student’s specific needs in the course.

Students 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. Every semester students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact that office by phone at 940.565.4323. Specific information on UNT’s policies related to disability accommodations is available at http://policy.unt.edu/policy/18-1-14.

Please note that disability accommodations are not retroactive. Accommodations will be made only after a disability is officially verified.

REQUESTS FOR AN INCOMPLETE

A grade of incomplete ("I") may be given to a student only during the last quarter of a semester and only if he/she meets all of the following conditions:

- The student is passing the course;
- There is a justifiable and documented reason beyond the control of the student (e.g., serious illness or military service) for not completing the course on schedule; and
- The student has the approval of his/her instructor and the department chair.

The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the student, instructor, and the department chair.

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 for both the final class grade and lab grade. 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.
STUDENT CONDUCT

Any student behavior that interferes with an instructor’s ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor. Examples of unacceptable behavior include, but are not limited to:

- Private conversations with other students during lecture or class discussions;
- Disrespectful treatment of other students such as verbal or written harassment or name-calling;
- Use of profane or other inappropriate language or gestures in class, in written assignments, on discussion boards, or in email communications, with the instructor or other students;
- Disrespectful email communication with the instructor and/or other students;
- Inappropriate use of electronic devices during class, including but not limited to any use of a cell phone. Use of tablets or personal computers for anything other than taking notes or other approved class activities is not allowed.
- Tardiness that disrupts class.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting. The instructor may also elect to refer the student to the Dean of Students to consider whether his/her conduct violates UNT’s Student Code of Conduct. Poor behavior may result in a reduction of a certain number of points up to a full letter grade in the course irrespective of the student’s performance on exams, quizzes, or other assignments. This action may be taken separate and apart from any sanction administered by the Dean of Students.

PROFESSIONAL ETIQUETTE

The college experience is intended to assist in preparing students for professional and career pursuits. That preparation includes learning to use professional etiquette in dealing with people in positions of authority. The appropriate way to address your instructor depends on her/his particular education credentials. These are usually indicated on the course syllabus. If your instructor has a:

- Doctorate (Ph.D. or Ed.D.), you should address them as: Dr. Instructor’s last name
- Master’s degree (MA, MS, MSW, MSSW) you should address them as: Professor Instructor’s last name
- Law degree (J.D.) you should address them as: Professor Instructor’s last name

If you are not certain about an instructor’s education credentials, you should address them as “Professor.” It is not appropriate to call the instructor by his/her first name unless given permission.

Professional etiquette extends to all types of communication with your instructor. Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns. Slang (e.g., Hey, Yo) and texting abbreviations should be avoided. The use of profanity is not permitted.

Any type of communication—verbal or written—is most likely to achieve the intended result when it is polite or courteous. Please note that communication can be polite even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that are perceived as insulting or disrespectful.
MISSED ASSIGNMENTS

All assignments or tests are due on the dates indicated. Late assignments will not be accepted. Ensure that you use a reliable system to track all required due dates so assignments will not be missed or late. Students will not be allowed to make-up missed assignments.

OTHER KEY POLICIES

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.

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: http://www.succeed.unt.edu
# COURSE OUTLINE, READINGS, AND ASSIGNMENTS

It is expected that you will complete all readings and review 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.

<table>
<thead>
<tr>
<th>WEEK &amp; DATE</th>
<th>TOPIC</th>
<th>READINGS DUE (Readings due by dates indicated)</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Jan. 14</td>
<td><strong>Overview.</strong> Review of course, expectations, requirements, policies, assignments. Domain of practice, art and science of practice and roles.</td>
<td>Review of syllabus, Class Assignments, Program Orientation</td>
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</tbody>
</table>
| Week 2 Jan. 21 | **Building Blocks.** Guiding principles & ethical practice. Building relationships, verbal & nonverbal communication skills. | **Sheafor & Horejsi:** Review Chapter 5. In Chapter 8 read section sections 8.1 - 8.3 (pp. 95-102) & section 8.9  
**Cournoyer: Read Chapter 5 (not exercises)** |  |
| Week 3 Jan. 28 | **Preparatory Skills.** Readiness for client contact. Understanding emotions, effective skills, empathy, & barriers. Components of professional behavior. | **Sheafor & Horejsi:** In Chapter 8 read sections 8.4, 8.6 & 8.8  
**Cournoyer: Chapter 1, pp. 16-24. Chapter 7, Read chapter (not exercises), Review Appendix 13 (pp. 580 – 585)** |  |
| Week 4 Feb. 4 | **Beginning Interviewing.** Establishing helping relationships; making contact and processes. Developing effective interviewing skills. | **Cournoyer:** Read Chapter 8 (not exercises)  
Sheafor & Horejsi: In Chapter 10 read pp. 141 – 154 | **Self-Understanding Exercise Due!** |
| Week 5 Feb. 11 | **Field Trip. The Vintage.** Agency visit for Life Review Project | **Sheafor & Horejsi:** Chapter 15, section 15.5 on working with older adults (pp. 368 - 370)  
**Cournoyer:** Review Chapter 9, pp. 285 - 308 (not exercises ) |  |
| Week 6 Feb. 18 | **Exploring & Therapeutic alliance.** Working with resistance clients. Special Populations, Diversity & Difference. | **Sheafor & Horejsi:** Read Chapter 8, sections 8.5, 8.7 & 8.10. Read Chapter 10, sections 10.7 to 10.10  
Cournoyer: Read pp.182-193 of Chapter 6 (not exercises). Review Chapter 9, pp. 308 - 323 (not exercises) | **Schedule Interviews!**  
**Test #1 Feb. 22 – 24**  
(Topics & readings from Jan.14 to Feb.18) |
<table>
<thead>
<tr>
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</table>
| Week 7     | **Assessment.** Comprehending client situation and collecting information to define problem. Using multidimensional framework and multiple sources. Organizing a professional report. | **Sheafor & Horejsi:** In Chapter 11, read pp. 171 - 202  
**Cournoyer:** In Chapter 10, read pp. 337 - 360 *(not exercises)* |  |
| Feb. 25    |       |               |  |
| Week 8     | **Assessment (continued).** 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. | **Sheafor & Horejsi:** In Chapter 11, read pp. 205 - 219  
**Cournoyer:** In Chapter 10, read pp. 361 - 388 *(not exercises)* | **Week 1 of Mock Client Interviews!**  
(We will try to schedule all videos this week) |
| Mar. 4     |       |               |  |
| Week 9     |       |               | **Spring Break!** |
| Mar. 11    |       |               |  |
| Week 10    | **Recording.** Communication and application of skills; determining relevant information for documentation. Understanding writing formats. | **Supplemental Reading:**  
Kirst-Ashman & Hull, **Chapter 16** (access through UNT library course reserves)  
**Sheafor & Horejsi:** In Chapter 9, read sections 9.1 & 9.4  
**Cournoyer:** In Chapter 12, read pp. 469-473 *(not exercises)* | **Week 2 of Mock Client Interviews!** |
| Mar. 18    |       |               |  |
| Week 11    | **Planning & Contracting.** Clearly defining client problems; Prioritizing areas of work. Key components of intervention goal and objectives. Formalizing contracts. | **Sheafor & Horejsi:** In Chapter 12, read pp. 226 - 242 | **Case Study**  
**Phase I - Process Recording & Video Due!** |
| Mar. 25    |       |               |  |
| Week 12    | **Planning & Frameworks.** Planning *(continued).* Theoretical frameworks for practice. | **Cournoyer:** In Chapter 11, read pp. 389 – 411 & p.p. 417 - 420 *(not exercises)* | **Test #2**  
April 5 – 7  
*(Topics & readings from Feb. 25 – Apr 1)* |
<p>| Apr. 1     |       |               |  |
| Week 13    | <strong>Interventions &amp; Implementation.</strong> Importance of evidence-based interventions; Rationale for interventions. Using client strengths to resolve problems. | <strong>Sheafor &amp; Horejsi:</strong> In Chapter 13, read pp. 253 - 286 |  |
| Apr. 8     |       |               |  |</p>
<table>
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<tr>
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<th>READINGS DUE</th>
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</table>
| Week 14 Apr. 15 | **Brokering, Case Management, & Linking.** Understanding how to obtain information on community resources and services; developing relationships with agencies; empowering clients. | *Supplemental Reading:* Kirst-Ashman & Hull, *Brokering & Case Management* (access through UNT library course reserves) | Case Study  
Phase II – Assessment Due! |
| Week 15 Apr. 22 | **Evaluation.** Understanding importance of evidence based practice and use of research in practice; selecting appropriate measures to evaluate client outcomes | *Sheafor & Horejsi:* In Chapter 14, read pp. 318 - 340  
*Cournoyer:* In Chapter 11, read pp. 411 – 417 (*not exercises*) | Case Study  
Phase III – Plan & Intervention Due! |
| Week 16 April 29 | **Termination & Follow-Up.** Importance of planning for termination; reviewing client progress; making appropriate referrals; Follow-up & Wrap-Up | *Cournoyer:* In Chapter 13, read pp. 477 – 489 (*not exercises*)  
Sheafor, Chapter 14, section 14.7 (pp. 340 - 342) | Life Review Reflection Due!  
**Test #3**  
Apr. 29 – May 1  
(Topics & readings from Apr. 8 - Apr. 29) |
# TENATIVE LAB SCHEDULE

This schedule is provided so readings may be done prior to the lab sessions. Complete all exercises as indicated. 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. 14 &amp; 16</td>
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<tr>
<td>Week 2</td>
<td>Ethics &amp; Self-Understanding</td>
<td>Cournoyer: Chapter 1 - Review common factors pp. 16-24</td>
<td>In class role play: Practice explaining to a peer some of the important common factors in work with clients.</td>
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<tr>
<td>Jan. 21 &amp; 23</td>
<td></td>
<td>Read Chapter 5 (not exercises)</td>
<td>Practice explaining to a mock client various components of the code of ethics (such as confidentiality, self-determination, duty to warn, duty to report etc.)</td>
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<tr>
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<td>Cournoyer: Chapter 2 - Read information to complete Self-Understanding Exercises (pp. 36 - 46)</td>
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</tr>
<tr>
<td>Week 3</td>
<td>Engagement</td>
<td>Cournoyer: Chapter 6 Read pages 196 - 215. Verbal &amp; Nonverbal communications and body language, listening, active listening</td>
<td>Complete exercise 6.2 (complete 2 of these), 6.4 (entire exercise) &amp; 6.5 (complete 5 of these)</td>
</tr>
<tr>
<td>Jan. 28 &amp; 30</td>
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<td>In class role-play Exercises; Practice as outlined in 6.3 (no recording needed).</td>
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<tr>
<td></td>
<td>Preparing</td>
<td>Cournoyer: Chapter 7 Read chapter. Preparing for effective practice with clients. Use of important preparatory processes in work with individuals</td>
<td>Practice interviewing a peer as instructed in the summary exercise # 1 (pp. 216 - 217) about career choice, hopes, and aspirations. You do not need to tape record the activity.</td>
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<td>Complete 3 of the exercises in the chapter.</td>
</tr>
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<td>WEEK &amp; DATE</td>
<td>TOPIC</td>
<td>LAB READINGS</td>
<td>ASSIGNMENTS DUE</td>
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| Week 4     | Beginning      | *Cournoyer:* 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  
*In class role play:* Practice summary exercises  
**Self-Understanding Due on Feb. 4**  
Turn in to Dr. Thomas in Practice 1 Class |
| Week 5     | Exploring      | *Cournoyer:* Chapter 9  
Read pp. 271 – 308.  
*In class role play:*  
**Schedule Interviews with Mock Clients!**  
Contact clients by phone and follow-up by email |
| Week 6     | Exploring (cont.) | *Cournoyer:* 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  
*In class role play* |
| Week 7     | Assessing      | *Cournoyer:* Chapter 10  
Read pp. 337 - 360  
Understanding assessment with clients. | Select two case situations to complete for each: 10.1 & 10.2  
**Practice interviewing to obtain assessment information** |
| Week 8     | Assessing (cont) | *Cournoyer:* 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  
**Practice interviewing to obtain assessment information**  
**Begin Interviews!**  
**Week 1 of Mock Interviews!** |
<p>| Week 9     |                |                                                                              | <strong>SPRING BREAK!</strong>                                                                                     |</p>
<table>
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<tr>
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</tr>
</thead>
</table>
| Week 10 Mar. 18 & 20 | Diversity & Cultural Competence | *Cournoyer:* 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.  
*In class practice exercise 6.1, #1 in Chapter 6 (do not record)* |
| | Last Week for Mock Interviews! | | |
*Practice developing a contract with a lab partner*  
*Video & Process Recording Due!* |
*Practice interviewing for goal attainment* |
| Week 13 Apr. 8 & 10 | Working Phase (cont.) | *Cournoyer:* 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. |
Complete exercise 12.3; select two case situations. |
Complete exercise 13.1, 13.2, 13.3; select two Case scenarios.  
*Role play effective endings*  
Complete & Discuss Self-Appraisal Questionnaire (pp. 535 - 542); sum your total score. |

**LAST WEEK OF LAB!**
# OVERVIEW OF COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight &amp; Points</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td><strong>Practice Lab</strong></td>
<td></td>
<td></td>
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<tr>
<td>I. <strong>Practice Lab, Workbook Exercises &amp; Participation</strong>&lt;br&gt;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</td>
<td>10%&lt;br&gt;100</td>
<td>Weekly&lt;br&gt;See Lab Schedule</td>
</tr>
<tr>
<td>II. <strong>Client Interview</strong>&lt;br&gt;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>10%&lt;br&gt;100</td>
<td>Video Due&lt;br&gt;March 25</td>
</tr>
<tr>
<td>III. <strong>Case Study Project</strong>&lt;br&gt;This assignment is divided into three phases and requires students to demonstrate their understanding of these important social work processes: Process Recording, 100 points (<em>Phase I</em>); Assessment, 200 points (<em>Phase II</em>); Planning &amp; Intervention, 100 points (<em>Phase III</em>). Each of these phases are related to your ‘mock’ client.</td>
<td>40%&lt;br&gt;400</td>
<td>Phase I Due&lt;br&gt;March 25&lt;br&gt;Phase II Due&lt;br&gt;April 15&lt;br&gt;Phase III Due&lt;br&gt;April 22</td>
</tr>
<tr>
<td>IV. <strong>Life Review Project</strong>&lt;br&gt;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 early in the semester!</td>
<td>10%&lt;br&gt;100</td>
<td>Life Review Reflection&lt;br&gt;Due April 29</td>
</tr>
<tr>
<td>V. <strong>Tests</strong>&lt;br&gt;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. Any reports of cheating will result in severe consequences.</td>
<td>30%&lt;br&gt;300</td>
<td>Test #1&lt;br&gt;Feb. 22 – 24&lt;br&gt;Test #2&lt;br&gt;April 5 – 7&lt;br&gt;Test #3&lt;br&gt;April 29 – May 1</td>
</tr>
</tbody>
</table>

**Total Points Possible:**<br><br>Failure to complete all assignments may result in failing the course | 100%<br>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 before the due date of assignments if writing problems are experienced. Feel free to meet with me to address your needs. *(See grading rubrics for assignments as applicable)*

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 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!). All assignments must be typed; it is not acceptable to turn in hand-written assignments at the college level.*

**ASSIGNMENT DETAILS**

**PRACTICE LAB**  
Stas Taylor, 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 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.

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 Chilton Hall (room to be announced).

INTERVIEW VIDEO: Demonstrate Engagement & Assessment Due: March 25

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 Case Study Assignment details). You will need one blank DVD for recording the interview (more details will be provided). On this date you will 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.)
- Gather appropriate assessment information – prior to the interview you may want to develop a list of questions you might want to ask. 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 social work peer 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!).

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 components of the paper must be typed, single-spaced and 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: March 25 (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 impressions related to the responses (both client and self)
4. Summary – Write a one page reflection to address your impressions regarding the overall strengths you demonstrated and observations on how you could improve in your skills

Points will be deducted if there is not sufficient description of knowledge and skills (column 2) or analysis of gut feelings (column 3).

II. Assessment  
Due: April 15 (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. Carefully review the various aspects of the Case Study Project and any applicable rubrics that specify the grading requirements.
III. Plan & Intervention

Due: April 22

(Minimum 1½ pages)

Maximum Points: 100

This phase consists of two different components

A. Service 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 will 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 address any appropriate means to empower the client and build on his or her strengths. You will consider one of the client’s goals/objectives 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 different sources from the literature to back up your claim; do not sure your text book). Use APA format to cite these sources.

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).

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 online). You will also complete a Reflection Paper about your experiences with this project and what you learned from it.
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 be formatted as true/false, fill in the blank and multiple choice. 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 3 days as posted in this syllabus. Therefore, you have the flexibility of choosing when you may take the tests. 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 if validated, severely penalized.

It is strongly recommended that you use a wired internet connection (it is more reliable) while taking the 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 any test, 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. Also, make sure you email me at the time the problem occurs for additional documentation. 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 one’s 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.