

**THE UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF REHABILITATION, SOCIAL WORK, & ADDICTIONS**

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Practice (SOWK 3800)
(3 credit hours)

FALL 2010

Class: Tuesday 2:00 – 4:50 PM

Office: Chilton 218-G

Classroom: WH 218

Telephone: 940-369-7095

**Hours: Tuesday, 11:30- 1:30
& by appointment**

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

ABOUT THE PRACTICE SEQUENCE

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

COURSE DESCRIPTION

This course examines direct social work practice with individuals. You will work on developing beginning skills to apply the generalist practice model. In the 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 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.

This course requires participation in an experiential practice lab for approximately one hour per week. This serves to reinforce concepts learned in class and to better 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 and practice behaviors listed are in accordance with the CSWE- Educational Policy and Accreditation Standards 2008.

| Core Competency | Course Objectives <i>Students will:</i> | Assessment |
|---|---|---|
| Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues | Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues #13 | Lab Exercises, Mock Video, Written Assessment |
| Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities #29 Use empathy and other interpersonal skills #30 Collect, organize, and interpret client data #32 Develop mutually agreed-upon intervention goals & objectives #34 Select appropriate intervention strategies #35 | Lab Exercises, Mock Video, Life Review Process Recording Assessment Project Planning Project Intervention Project |

ACADEMIC INTEGRITY

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. A student is 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) whether 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.

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

Incompletes are rarely assigned for coursework that is not completed with required timeframes.

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 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 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

Miley, O'Melia & DuBois (2011). *Generalist Social Work Practice: An Empowering Approach* (6th Ed.). Boston, MA: Allyn & Bacon.

Cournoyer, B. (2008). *The Social Work Skills Workbook* (6th Ed.). CA: Brooks/Cole.

You will also need to bring a blank DVD to record your interview on.

Supplemental readings may be required as needed

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; you should demonstrate these skills in all your assignments. Remember the client, peers, your supervisor, 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 you have writing problems. 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 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!*

Overall course grades will be assigned on the basis of:

GRADING FOR COURSE

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

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 AND READINGS

This agenda is provided so readings may be done prior to the indicated class sessions. The instructor reserves the right to modify the schedule as class needs dictate.

| WEEK | TOPIC | READINGS <i>(Due by dates indicated)</i> | ASSIGNMENTS DUE |
|--------------------|---|--|-------------------------------|
| Week 1 Aug. 31 | Overview. Review of course, expectations, requirements, policies, assignments | Distribution of the NASW Code of Ethics <i>Review of syllabus, Class Assignments, Orientation</i> | |
| Week 2 Sept. 7 | Values & Code of Ethics. Understand professional standards & behavior; importance of values, & Code of Ethics | Read Code of Ethics <i>Cournoyer; Chapter 5 – Read chapter</i> | |
| Week 3 Sept. 14 | Engagement. Understand professional communication (verbal/nonverbal); effective listening skills; engagement skills | <i>Miley, O'Melia & DuBois – Chapter 3 (Read pages 47-59) & Chapter 7</i> Chapter 5 (Read section on Engagement) | |
| Week 4 Sept. 21 | Knowledge base. Understanding Knowledge Base of profession; theoretical frameworks for practice; appropriate use of theories | <i>Miley, O'Melia & DuBois – Chapter 2</i> | Self-Understanding Due in Lab |
| Week 5 Sept. 28 | Field Trip. Agency visit - Life Review Project | Lewisville Estates | |
| Week 6 Oct. 5 | Assessment. Preparatory exploring; collecting information to understand; conduct interview | <i>Miley, O'Melia & DuBois – Chapter 5 (Read pages 96-105) & Chapter 10</i> | Test #1 |
| Week 7 Oct. 12 | Assessment (continued). Understanding client problems, social functioning & strengths; using appropriate assessment tools | <i>Miley, O'Melia & DuBois – Chapter 9 (Read pages 208-218) & Chapter 6</i> <i>Cournoyer; Chapter 10. Read chapter</i> | Begin Mock Interviews! |
| Week 8 Oct. 19 | Recording. Application of skills through writing activities; determining relevant information for documentation; understanding various writing formats | <i>Kirst-Ashman & Hull; Chapter 16 – supplemental reading</i> <i>Cournoyer; Chapter 12 – Read (pgs. 416-420)</i> | Continue Mock Interviews! |

| WEEK | TOPIC | READINGS (Due by dates indicated) | ASSIGNMENTS DUE |
|--------------------|---|---|--|
| Week 9 Oct. 26 | Diversity & Cultural Competence. Understanding how client identity can shape differences; responding to needs of clients who are different; implications of diversity | <i>Miley, O'Melia & DuBois</i> – Chapter 3 & Chapter 4 Chapter 9 (pages 218-233) <i>Cournoyer</i> ; Chapter 4 Read chapter (not exercises) | Final week to schedule Mock Interviews! |
| Week 10 Nov. 2 | Planning. Understanding how to clearly define client problems; encouraging client participation; developing appropriate goals and objectives; Formalizing a contract | <i>Miley, O'Melia & DuBois</i> – Chapter 11 | Case Study Phase I & Video Due! |
| Week 11 Nov. 9 | Interventions. Using client strengths to help resolve problems; understanding factors that influence client problems, importance of assessing interventions | <i>Miley, O'Melia & DuBois</i> – Chapter 8 & 12 | Test # 2 |
| Week 12 Nov. 16 | Work with Special Populations. Child welfare, older adults. | Supplemental Materials | Case Study Phase II Due! |
| Week 13 Nov. 23 | Evaluation. Understanding importance of evidence based practice and use of research in practice; selecting appropriate measures to evaluate client outcomes | <i>Miley, O'Melia & DuBois</i> – Chapter 15 | |
| Week 14 Nov. 30 | Case Management, Brokering, Linking. Understanding how to obtain information on community resources and services; developing relationships with agencies; empowering clients | <i>Kirst-Ashman & Hull</i> ; Chapter 15 - Supplemental Exercises on resource development | Case Study Phase III Due! |
| Week 15 Dec. 7 | Termination. Importance of planning for termination; reviewing client progress; making appropriate referrals; Follow-up & Wrap-Up | <i>Miley, O'Melia & DuBois</i> – Chapter 16 | Life Review Summary Test #3 |

TENATIVE 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

| WEEK | TOPIC | LAB READINGS | ASSIGNMENTS DUE |
|--------------------|---|---|---|
| Week 1 Aug. 31 | Overview | Labs begin Week 2 | |
| Week 2 Sept. 7 | Professionalism Self Values & Code of Ethics | <p><i>Cournoyer: Chapter 1</i> - Review skills and common factors</p> <p><i>Cournoyer: Chapter 2</i> - Read Chapter</p> <p>Self-Understanding Exercises Complete a Genogram, Eco-Map and Critical Events Timeline & Social Support Scale of yourself as discussed in Chapter 2. Write a one page summary to reflect upon your fit for the social work profession based on the exercises you completed.</p> <p style="text-align: center;">Due on Sept. 21</p> | <p>Cournoyer: Chapter 2 Exercises: 2.1 & 2.2 (select two from each)</p> <p>Cournoyer: Chapter 5 – Do summary exercises on pages 161-164. Select 4 of the exercises</p> <p><i>Role play: Explain to a client various components of the code of ethics (such as confidentiality, self-determination, duty to warn, duty to report etc.)</i></p> |
| Week 3 Sept. 14 | Engagement | <p><i>Cournoyer: Chapter 6</i> Read pages 187-201. Practice some of exercises with lab partners</p> | <p>Complete exercise 6.4</p> <p><i>Role-Play Exercises; Practice interviewing as instructed in the summary exercise #1 in lab (pp. 198-199). You do not need to tape record the activity.</i></p> |
| Week 4 Sept. 21 | Preparing | <p><i>Cournoyer: Chapter 7</i> Read chapter</p> <p>Tentative Assignment of Mock Clients</p> | <p>Complete exercises: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, & 7.7</p> <p>Self-Understanding Exercises Due!</p> <p>Complete the chapter summary exercises on pages 218-220. Select three of the Case Situations</p> |
| Week 5 Sept. 28 | Beginning | <p><i>Cournoyer: Chapter 8</i> Role-play some of the summary case situations</p> | <p>Complete exercises by selecting one case situation for each: 8.3, 8.4, 8.5, 8.6</p> <p>Complete the chapter summary exercises on pages 242-245. Select two of the case situations</p> |

| WEEK | TOPIC | LAB READINGS | ASSIGNMENTS DUE |
|-------------------|---------------------------------|---|---|
| Week 6 Oct. 5 | Exploring | <i>Cournoyer: Chapter 9</i> Read chapter | 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 |
| Week 7 Oct. 12 | Assessing | <i>Cournoyer: Chapter 10</i> Read chapter Begin to Schedule Interviews with Mock Clients – Contact clients by phone and follow-up by email | Complete chapter summary exercises on pages 328-332. Select 3 of the Case Situations <i>Practice interviewing to obtain assessment information</i> |
| Week 8 Oct. 19 | Recording | <i>Cournoyer: Chapter 12</i> – Read (pgs. 416-420). <i>Cournoyer: Chapter 13</i> – Read (pgs. 431-434). Contact Mock Client to confirm appointments! | Complete exercise 12.12 by selecting two situations |
| Week 9 Oct. 26 | Diversity & Cultural Competence | <i>Cournoyer: Chapter 6</i> – Read pages 171-187 | You must complete Video Interviews this week! <i>Practice interviewing someone who is 'different' from yourself</i> |
| Week 10 Nov. 2 | Planning | <i>Cournoyer: Chapter 11</i> Read pages 335 – 366 | Complete exercises 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7: Select two for each exercise Mock Client Video Due! <i>Practice developing a contracting with a lab partner</i> |
| Week 11 Nov. 9 | Working Phase | <i>Cournoyer: Chapter 12</i> – Read (pgs. 379-392). | Complete exercises 12.1, 12.2. Select 2 for each exercise <i>Practice interviewing for goal attainment.</i> |

| WEEK | TOPIC | LAB READINGS | ASSIGNMENTS DUE |
|--------------------|--|---|--|
| Week 12 Nov. 16 | Working Phase | <i>Cournoyer</i> : 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 |
| Week 13 Nov. 23 | Evaluation | <i>Cournoyer</i> : 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 |
| Week 15 Nov. 30 | Termination Follow-up Wrap-up & Review | <i>Cournoyer</i> : Chapter 12 – Read pages 414-416. Chapter 13 – Read chapter (LAST WEEK OF LAB!) | Complete exercise 12.11; select two Complete exercise 13.1, 13.2, 13.3; select two for each <i>Role play effective endings</i> Complete & Discuss Self-Appraisal Questionnaire (pgs. 470-476); sum your total score |

OVERVIEW OF COURSE ASSIGNMENTS

| Assignments | Weight & Points | Due Dates |
|---|---------------------------------------|---|
| <p>LAB</p> <p>I. Practice Lab, Workbook Exercises & Participation You are required to actively engage in all required activities exercises and demonstrations. All are expected to actively participate in the activities. You are also expected to complete assigned exercises from the Workbook. The workbook will be checked during the practice labs.</p> <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> | <p>10% 100</p> <p>10% 100</p> | <p>Weekly <i>See Lab Schedule</i></p> <p>Video Due Nov. 2</p> |
| <p>III. Case Study Project</p> <p>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> | <p>30% 400</p> | <p>Phase 1 Due Nov. 2 Phase II Due Nov. 16 Phase III Due Nov. 30</p> |
| <p>IV. Life Review Project</p> <p>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.</p> | <p>10% 100</p> | <p>Life Review Reflection Due Dec. 7</p> |
| <p>V. Tests</p> <p>Three tests will be given throughout the semester and cover critical practice concepts. Each test is worth 100 points each.</p> | <p>30% 300</p> | <p>Oct. 5 Nov. 9 Dec. 7</p> |
| <p style="text-align: center;">Total Points Possible: <i>Failure to complete all assignments may result in failing the course</i></p> | | <p>100% 1000</p> |

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 task 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). Discuss this in at your last lab.

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 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 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: Nov. 2

During this video, you are to demonstrate how to engage the client (*See Cournoyer skills*). You will then move into the assessment phase (*review both texts*) and ask appropriate questions regarding the client’s situation. This interview must be at least 15-20 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 hand in the recorded DVD Video and a 1 page self-reflection that critiques your skills on the due date.

Video Requirements:

- Dress professionally & Demonstrate engagement skills (helping client relax, active listening, body language etc.)
- Explain informed consent to 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!*).

II. 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 (*see information regarding client in the Lab section*). 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:

These assignments will highlight 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: Nov. 2 (*length as needed for 10 minute 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 and record verbatim the dialogue between yourself and the client (*use the format discussed in class regarding process recordings-see Process Recording handout*). We may review these in class as time allows.

You will document the following aspects in the process recording:

1. Column 1 – Dialogue from self and your ‘client’
2. Column 2 – Your reaction/gut feelings related to the responses (both client and self)
3. Column 3 – Analysis of your responses (verbal/nonverbal) to the client
4. Summary – Write one paragraph that addresses your impressions regarding the strengths you demonstrated and observations on how you could improve in your skills

II. Assessment

Due: Nov. 16 (Minimum 3 pages)
Maximum Points: 200

You will complete a comprehensive, written assessment of your assigned ‘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 in order to analyze 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 & general format of the Case Study example available online.**

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 dates.

III. Plan & Intervention

Due: Nov. 30 (Minimum 1½ pages)
Maximum Points: 100

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 discussed in class (*see Case Study example online*)

Intervention

1. In the intervention phase you must recommend strategies or approaches to alleviate the client’s problem and describe your tasks as the social worker. You will 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 want to help the client obtain. Research the literature about appropriate interventions for this problem area and then describe the intervention(s) or implementation process in detail. Describe your rationale for selecting these intervention approaches (the literature should provide this rationale). 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*).

Review the Case Study project grading rubric on Blackboard that specifies the grading requirement for these phases. Please review these requirements carefully!

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 appointments with your assigned volunteer as 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 Reflective Paper about your experiences with this project and what you learned from it.

V. PRACTICE CONCEPTS

Tests

There will be three Practice Tests throughout the semester. The objective is to test 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 Practice Tests may be in a number of differing formats: True/False, fill in the blank, multiple choice, essay etc. The dates of the tests are noted in the course schedule.