Course Description

Promotes competence in micro practice skills with individuals. Covers engagement at each stage of the intervention process. Focuses on solution focused, cognitive behavioral and task-centered approaches. Introduction to assessment of individuals in family and environmental contexts.

Pre-requisite(s):

Formal admission to the MSW program.

Course Objectives

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>COURSE OBJECTIVES</th>
</tr>
</thead>
</table>
| Demonstrate Ethical and Professional Behavior (EPAS Competency 1)*             | 1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.  
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.  
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. |
<p>| Engage Individuals, Families, Groups, Organizations, and Communities (EPAS C6) | 4. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |</p>
<table>
<thead>
<tr>
<th><strong>Assess Individuals, Families, Groups, Organizations and Communities (EPAS C7)</strong></th>
<th>5. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</td>
<td></td>
</tr>
<tr>
<td>7. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>8. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>9. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Intervene with Individuals, Families, Groups, Organizations and Communities (EPAS C8)</strong></th>
<th>10. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>12. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>13. Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (EPAS C9)</strong></th>
<th>14. Select and use appropriate methods for evaluation of outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
<td></td>
</tr>
<tr>
<td>16. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
<td></td>
</tr>
<tr>
<td>17. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
<td></td>
</tr>
</tbody>
</table>

*Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) Social Work Core Competencies*

**Required/Recommended Materials**
Additional materials including selected articles, textbook chapters, and videos will be utilized during the semester. These materials will be available through links with in the course Blackboard Learn platform and/or placed on reserve through the library.

Assignments and Grading.

Genogram (100 pts)

Students will develop 3 generation genogram based upon their family of origin. Detailed instructions will be provided. Students will analyze various patterns in the genogram including strengths and diversity aspects. They will also discuss how they would engage with a family in collecting the information.

PIE Assessment (100 pts)

In preparation for your Video Assignment Construct a PIE Assessment for an individual covering Problems in Social Functioning (Factor I) and Problems in the Environment (Factor II) of the Pie Assessment. Details will be provided.

Engagement and Assessment Skills Video Assignment & Process Recording (100 X 2 = 200 pts)

1) Conduct a 15-20 minute baseline video practicing engagement and Assessment skills. The interview should demonstrate empathy, confidentiality and exploration of the problem.

2) Conduct second video. Prior to video, schedule a time to meet with the instructor for coaching

3) After taping, you will watch the video and grade your performance in specified areas

4) Re-tape if you and your partner feel it is necessary

5) Turn in final tape/dvd with rating skills sheet

Address the professional behaviors and skills you demonstrated in dialogue between yourself and mock client. Analyze the knowledge base and skills demonstrated. Address responses, feelings, thoughts, impressions, strengths, and needs

Planning, Intervention and Evaluation Project (400 pts)
Select a practice area of interest to complete a 12-14 page paper as follows 1) research the literature to determine common problem areas seen in that particular practice area or population 2) identify three appropriate interventions to alleviate these problem areas and then describe the interventions or implementation process in detail 3) create study materials/handouts, activities, etc. and present the topic in an interesting, and most importantly, informative manner to the class.

**Professionalism and Ethics Self Reflection Essay. This is a preparation for Field. (200 pts)**

Address your own current levels of general professionalism and your plans to develop your social work professionalism as you move forward in the program. What are some areas you need to improve in? Remember that class room behavior and performance is a preparation for field and the professional world. Analyze your personal values in relation to the NASW Code of ethics. Which of your values support or contrast with the Code? How will you deal with any contrasting values? How will you deal with any contracting values in order to practice ethical and professional social work? Be specific in this assignment and create SMART goals.

Students' progress will be evaluated utilizing the following criteria:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Genogram Assignment</td>
<td>100 pts</td>
</tr>
<tr>
<td>2.</td>
<td>PIE Assignment</td>
<td>100 pts</td>
</tr>
<tr>
<td>3.</td>
<td>Engagement-Assessment Video-Process Recording Assignment</td>
<td>200 pts</td>
</tr>
<tr>
<td>4.</td>
<td>Planning Intervention and Evaluation Project</td>
<td>400 pts</td>
</tr>
<tr>
<td>5.</td>
<td>Professional Ethics and Self-Reflection Essay</td>
<td>200 pts</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1000 pts</td>
</tr>
</tbody>
</table>

Point Breakdown: A = 900 - 1000, B = 800 - 899, C = 700 - 799, D = 600 - 699, F = 600 or below

**JMSW CLASSROOM POLICIES**

**Accommodation for Students with Disabilities**

Students who require accommodations can access services at both institutions. Students should make an appointment to establish services at their home institution. See links: TWU Disability Services for Students (https://www.twu.edu/disability-services/) and UNT’s Office of Disability Accommodation (https://disability.unt.edu/). Then they will make an appointment to establish services at the other University. It is the student’s responsibility, within the first two weeks of the semester, to make appointments to meet with each professor in order to bring and discuss their accommodation forms.
**Conduct:** It is the policy of the program to report all incidents of academic dishonesty and other violations of the University Codes of Conduct to the offices of Student Life or Student Affairs.

**Attendance Policy:** Attendance and Professionalism are vital in Social Work education. It is an expectation that students attend class, seminar meetings, faculty appointments, and other obligations. It is the general policy of the Social Work program that students who miss the equivalent of two (2) sessions of a Social Work class (3 hour class) will be awarded a failing grade for that class. An absence is defined as missing all or part of a class period.

**Social Media/Cell Phone Policy:** Cell phones should be turned off prior to class except students on “emergency on-call” with an employer or placement. This includes texting. Students may not leave class to make or receive calls. Use of laptops during class is at the discretion of the instructor.

**Intellectual Property:** All course materials and course content are the intellectual property of the instructor and/or your classmates. As a result, recording audio or video of the class, as well as the duplication of or forwarding of e-mail and Blackboard postings is prohibited without written permission. This means, for example, that you may not post materials from the class, audio of lectures, or video of the class to personal web pages, Facebook, YouTube or any other electronic medium without the written consent of the instructor, and if appropriate, all relevant class members. Students may, however, request permission from the instructor to record course lectures for personal academic use.

**Written Assignments:** All assignments and written work submitted in the program may be included by JMSW faculty as part of a review to determine if sufficient progress is being made by the student to continue in the program.

**Grading in the JMSW Program**
Decisions regarding the methods of grading are made by the individual instructors for each course. These grading methods are made available in the course syllabus each semester. It is the student’s responsibility to understand the grading method used by the instructor and to familiarize him/herself with this method at the beginning of the semester. Each student should read each course syllabus at the beginning of the semester and seek clarification if any portion of the syllabus is not clear. Instructors differ in the weight assigned to different class assignments, whether late assignments will be accepted or receive a lower grade, etc.

If a grade of “C” is earned in a practice course or field practicum or seminar, the course must be retaken. If a grade of “D” or “F” is earned in any JMSW course, a review of student performance will be undertaken in order to determine if the student should continue in the program or be terminated.

**Appeals Procedures for Academic Decisions**
In the event that a student wishes to appeal a decision relating to an academic matter other than academic dishonesty, probation, or suspension, such as the assignment of a particular grade, the specific policies and practices of the home institution must be followed. However, in general, course related appeals should follow this protocol:

1. Contact the faculty member in an effort to resolve the problem.
2. If the issue is not resolved at this level, the student may contact the JMSW Program Director for consideration of the matter.

3. If the issue is not resolved at this level, the student may ask the UNT Chair of the Department or the TWU BSW Chair to consider the appeal.

Students should be aware that these procedures should be followed in a sequential manner. Any complaints regarding academic performance or grading should first be addressed directly with the faculty member for resolution, prior to proceeding to higher administrative levels.

**UNT Policy (TWU Students will follow their institutional policy on these accounts)**

**Sexual Discrimination Harassment and Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources_0](http://deanofstudents.unt.edu/resources_0). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

**Academic Integrity**

Plagiarism is a serious violation of academic integrity. To prevent plagiarizing someone else’s work, credit for the words and ideas must always be given. Quotation marks are used to indicate another person’s exact words. Paraphrasing is summarizing a passage or taking the ideas of the sentences and constructing a new sentence in your own words. The revised sentence must be substantially altered for it to be your work and correctly citing the source is still necessary because you took the idea from another source. According to the student code, you are also not allowed to submit your own original work for multiple courses. Please only submit original works for this course. **Plagiarism is academic misconduct and may result, at minimum, in a failing grade on the assignment or in the course. Further disciplinary action may result per university policy.**

**Academic Honesty Policy:** Policies regarding student conduct and academic honesty posted by the University Center for Student Rights and Responsibilities in the Student Handbook apply to this class. As stated in the Policy: [http://www.unt.edu/csrr/student_conduct/misconduct.html](http://www.unt.edu/csrr/student_conduct/misconduct.html), misconduct for which students are subject to discipline falls into the following categories:

A. Acts of Dishonesty, including but not limited to:
   1. Academic dishonesty - cheating. The term "cheating" includes, but is not limited to:
a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
c. the acquisition, without permission, of tests, notes or other academic material belonging to a faculty or staff member of the University;
d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s);
e. any other act designed to give a student an unfair advantage.

2. Academic Dishonesty — plagiarism. The term "plagiarism" includes, but is not limited to:
   a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and/or
   b. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.

Discipline may range from not having an assignment accepted for credit to expulsion from the course. For more information regarding policies regarding student conduct, please visit: http://www.unt.edu/csrr/student_conduct/index.html

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.
**Request for Incomplete**

Students may request a grade of incomplete ("I") only if he/she meets all of the following conditions:

- The request occurs on or after the deadline;
- 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 the instructor and the department chair.

Students meeting these criteria must arrange with the instructor to finish the course at a later date by completing specific requirements outlined by the instructor. These requirements must be listed on a “Request for Grade of Incomplete” form signed by the instructor, student, and department chair. More information on UNT’s Incomplete Grade policy is available at [http://registrar.unt.edu/grades/incompletes](http://registrar.unt.edu/grades/incompletes).

**Late Work:** ALL assignments are to be submitted by the due date indicated (this includes exams and tests). Assignments submitted late without valid and verifiable medical (or other emergency) documentation will not be accepted. **It is your responsibility to notify the instructor as soon as possible of known/upcoming absences that will impact your timely submission**

**IMPORTANT – Syllabus Change Policy**

This syllabus is a general plan for the course and may be modified as the Instructor sees fit over the course of the semester to support the learning process. Deviations announced to the class by the instructor may be necessary.

**Add/Drop Policy:** Please refer to the [Office of the Registrar](http://registrar.unt.edu) regarding the Add/Drop Policy.

**Course Outline**

<table>
<thead>
<tr>
<th>Date (Wk)</th>
<th>Class Topic-Theme</th>
<th>Activities/Assignments (Assigned readings to be done before class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31 (1)</td>
<td>Syllabus Explanation-Assignment Explication and Laying out the course</td>
<td>Introduction to Textbook and other reading materials. No assignments due.</td>
</tr>
<tr>
<td>9/7 (2)</td>
<td>Outlining the social work profession and you the professional, how your personal values and ethics sync with that of the professions? Science and compassion balance. Ethics, judgement, perspective and paradigms.</td>
<td>Discussion, class activities on professional scope and goals, professional philosophy, social work identity, nuts and bolts of self-care, introducing the code of ethics, and the science of social work. Readings Due: Chapters 1, 2, &amp; 3</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities/Assignments</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 9/14  | Guiding Principles of social work and the roles they carry out. Discussion on SMART Goals | Class activities on various guiding principles, roles and ethical codes  
Reading:  
Chapters 4 and 5 |
| 9/21  | NASW Code of Ethics                                                  | Reading: NASW Code of Ethics                                                          |
| 9/28  | In this class we will discuss various social work frameworks of Practice | Reading: Chapter 6 & 7  
Journal Articles posted on Blackboard |
| 10/5  | Administration and Communication Component of social work            | Readings: Chapter 8 & 9  
Journal Articles posted on Blackboard  
**Professional Ethics and Reflection Essay Due on Blackboard 11:59 PM (200 pts)** |
| 10/12 | The Practice Trajectory: Intake and Engagement                      | Reading: Chapter 10  
Articles and other materials posted on Blackboard  
Class activity on Intake |
| 10/19 | Instructor away for a conference  
Guest Instructor from Library                                         | Blackboard activity on Intake and Engagement |
| 10/26 | The Practice Trajectory: Data Collection and Assessment: Genogram and PIE | Reading Chapter 11  
Articles and other materials on Blackboard  
Class Activity  
**Genogram Assignment Due 10/30 at 11:59 PM Blackboard (100 pts)** |
| 11/2  | Planning and Contracting  
Guest in Class                                                            | Reading Chapter 12  
Materials on Blackboard  
**PIE Assignment Due 11/9/2017 at 11:59 PM (100 pts)** |
| 11/9  | Intervention and Monitoring of Intervention                          | Reading: Chapter 13  
Blackboard materials  
**Engagement-Assessment Video-Process Recording Assignment Due** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Readings/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/16</td>
<td>Evaluation and Termination</td>
<td>Reading: Chapter 14&lt;br&gt;Blackboard Materials&lt;br&gt;In class activities</td>
</tr>
<tr>
<td>11/23</td>
<td>Thanksgiving Break No Class</td>
<td></td>
</tr>
<tr>
<td>11/30</td>
<td>Specialized Techniques and Guidelines</td>
<td>Reading Chapter 15&lt;br&gt;Blackboard materials</td>
</tr>
<tr>
<td>12/7</td>
<td>Techniques for Sustaining Social Work Practice/Discussion on final paper</td>
<td>Reading Chapter 16</td>
</tr>
<tr>
<td>12/12</td>
<td>Planning and Intervention Final Paper Due on 12/12/17 11:59 PM on Blackboard.</td>
<td></td>
</tr>
</tbody>
</table>

Reference List