

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: SOCIAL WORK	COLLEGE: COLLEGE FOR DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: SOW6305	CURRENT COURSE TITLE: GENERALIST PRACTICE WITH INDIVIDUALS
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: <small>STUDENTS WILL DEVELOP KNOWLEDGE AND COMPETENCIES IN APPLYING THE GENERALIST PRACTICE MODEL (ENGAGEMENT, ASSESSMENT, TREATMENT PLANNING, INTERVENTION, EVALUATION, AND TERMINATION) WITH INDIVIDUAL CLIENTS. STUDENTS WILL LEARN HOW TO INTEGRATE NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS AND THE PRINCIPLES OF EVIDENCE-BASED PRACTICE THROUGH ALL STAGES OF THE SOCIAL WORK PROCESS.</small>	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³
N/A	N/A

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Approved by: Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	Date: _____ _____ _____ _____ _____ _____	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK
GENERALIST PRACTICE WITH INDIVIDUALS**

Professor: Woody Hamlin Ph.D
Office: SO 112
Tel.: 561-297-2864

**Fall 2012 [3 credits]
SOW 6305-004 Seq.83872**

Tuesdays, 4:00 PM to 6:50 pm
Office Hours: before & after class
Email for appointments at other times
Email: ehamlin@fau.edu
Blackboard Website: <http://bb.fau.edu>

Classroom: SO 112 (for video-recording labs: SO 123, SO 124)

MSW Program Mission

We are committed to maximizing human potential, alleviating human suffering, enhancing the vitality and caring capacity of communities, and promoting the ideals of a humane and just society. We educate competent and compassionate social workers as practitioners and leaders for the 21st Century. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths.

Course Description

This course prepares students to apply the generalist model to social work practice with individuals in a competent, caring manner. Students will develop the knowledge, communication skills, critical thinking, self-awareness, and other competencies required to implement all stages of generalist social work practice: engagement (relationship building), assessment, planning and contracting, implementing interventions, evaluation, and termination of services. Students will learn how to employ evidence-based practice in all stages of the helping process, with particular emphasis on the strengths perspective of social work, systems theory, empowerment, social and economic justice, and culturally competent practice with diverse and vulnerable populations. Students will learn how to apply the NASW Code of Ethics (2008) in the context of practice with individuals. Students will develop knowledge and competencies through a combination of required readings, sample cases, class discussion, live and video-recorded role-plays, experiential exercises, written assignments, and tests. Case examples will relate to issues and populations that are important in the context of social work practice in south Florida, including mental health, addictions, Latinos, African Americans, immigrants, LGBT individuals, poverty, health disparities, child protection, and aging.

Relevance to Educational Program

This course builds on knowledge and competencies learned in MSW courses on human behavior in the social environment (HBSE), research, policy, and field. Content from HBSE provides critically important information on which students rely to accurately engage, assess, contract, implement, and terminate services with diverse clients, taking the individual and social environment into account. The research course provides students with knowledge and skills required for selecting evidence-based assessment, intervention, and evaluation strategies and tools, drawing from existing knowledge and tailoring their assessments to the individual needs of their particular clients. This course assists students in understanding the connection between individual clients and multi-level systems, including the implications of policy and macro systems on individual lives. Finally, the basic practice competencies achieved in this course will prepare students for their courses on field education, practice with families and groups, and practice with organizations and communities.

Competencies and Educational Objectives

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. The following educational objectives draw from these 10 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all of the 10 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors.

1. Identify as a professional social worker and conduct oneself accordingly.

- Advocate for individual clients access to the services of social work (PB 1a).¹
- Practice personal reflection and self-correction in relation to use of microskills, including attending, paraphrasing, reflecting feeling, constructive use of silence, and asking questions. (PB 1b).
- Attend to professional roles and boundaries in the context of practice with individuals (PB 1c)
- Demonstrate professional demeanor in behavior, appearance, and communication with clients and colleagues (PB 1d).
- Use supervision and consultation to support practice with individuals (PB 1f).

2. Apply social work ethical principles to guide professional practice.

- Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2a).
- Make ethical decisions by applying the NASW Code of Ethics (with particular emphasis on client self-determination, confidentiality, informed consent, and professional boundaries) (PB 2b).
- Tolerate ambiguity in resolving ethical conflicts related to practice with individuals (PB 2c).
- Apply strategies of ethical reasoning to arrive at principled decisions, including the application of laws, agency policies, and ethical standards related to practice with individuals (PB 2d).

3. Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions with individuals (PB 3a).
- Analyze models of assessment, prevention, intervention, and evaluation in the context of practice with individuals (PB 3b).
- Demonstrate effective oral and written communication in working with individuals (PB 3c).

4. Engage diversity and difference in practice.

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4a).
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse individuals, including Latinos, African Americans, Haitian Americans, LGBT individuals, children, and the elderly (PB 4b).

¹ PB – stands for “practice behavior” and refers to one of the 42 practice behaviors listed in the core social work competencies identified by the Council on Social Work Education. In order to ensure that students are able to develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, tests, class activities, and evaluation.

- Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c).
- View themselves as learners and engage individual clients as cultural informants (PB 4d).

5. Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression, including discrimination based on age, race, ethnicity, religion, sexual orientation, immigration status, sexual identity, and expression (PB 5a).

6. Engage in research-informed practice and practice-informed research.

- Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with individual clients (PB 6a).
- Use research evidence to inform practice decisions with individual clients (PB 6b).

7. Apply knowledge of human behavior and the social environment.

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of practice with individuals (PB 7a).
- Critique and apply knowledge to understand person and environment, including the use of ecomaps, genograms, and the generalist practice perspective. (PB 7b).

9. Respond to contexts that shape practice.

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services, including issues related to immigration, poverty, aging, and health disparities (PB 9a).

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

- Engagement: Substantively and affectively prepare for action with individuals (PB 10a).
- Engagement: Use empathy and other interpersonal skills with individuals (PB 10b).
- Engagement: Develop a mutually agreed-on focus of work and desired outcomes (PB 10c).
- Assessment: Collect, organize, and interpret client data, including the use of genograms, ecomaps, and structured interviews (PB 10d).
- Assessment: Assess client strengths and limitations, including personal strengths and support systems (PB 10e).
- Assessment: Develop mutually agreed-on intervention goals and objectives for individual clients (PB 10f).
- Assessment: Use evidence-based practice to select appropriate intervention strategies for practice with individuals (PB 10g)
- Intervention: Initiate actions to achieve organizational goals in relation to practice with individuals (PB 10h).
- Intervention: Implement prevention interventions that enhance client capacities, including cognitive-behavioral, task-centered interventions, crisis intervention, client-centered counseling, and solution-focused (PB 10i)
- Intervention: Help clients resolve problems, including issues related to mental health, addictions, child protection, aging, poverty, and abuse (PB 10j)
- Intervention: Negotiate, mediate, and advocate for individual clients (PB 10k).

- Intervention: Facilitate transitions and endings in relation to practice with individuals (PB 10l).
- Evaluation: Critically analyze, monitor, and evaluate interventions with individuals (PB 10m).

Teaching Methodology

The course objectives shall be accomplished through the professor's provision of a schedule of readings, lectures, role-plays, videos, group discussions, quizzes, and assignments. The course assignments are designed to help you integrate theory, values, and skills through the processes of reflection, self-awareness, and professional growth. The professor will endeavor to maintain a safe and respectful environment in the classroom. The professor will emphasize experiential as well as cognitive understandings of the course content (e.g., discussing, observing, practicing, and reflecting on social work skills as used in various practice situations).

Course Assignments and Grading

Given that this is a "practice" course, the following assignments are designed to prepare students for practice. The quizzes are relatively simple tests to ensure everyone is reading and understanding the materials in the practice textbook. The other assignments are based on application and demonstration of social work skills and strategies for generalist practice with individuals, including engagement, assessment, planning, intervention, and evaluation of practice.

A. Quizzes (20%)

Each student will take 5 quizzes (topics and due dates are listed on the week-by-week outline). Each quiz contains 15 multiple-choice questions based on required readings from the Hepworth, Rooney, Rooney, Strom-Gottfried and Larsen textbook. Each quiz is worth up to 4% toward the final grade, with a total possible 20% for all 5 quizzes. [PBs 1a, 2b, 2c, 2d, 5a, 7b, 9a, 10a, 10g]

B. Meeting with Professor (Pass/Fail)

During the first 7 weeks of the term, each student will meet with the professor for approximately 15 minutes outside of class. The purposes of this meeting are: for the professor and student to have an opportunity to get to know each other on a one-to-one basis, to help the professor provide individualized learning opportunities for each student, to discuss the student's learning objectives and plan for professional development, and to deal with any challenges or concerns that might otherwise inhibit the student's success in this class or as a social worker practicing with individual clients.

Evaluation: Students will pass this course requirement by meeting with the professor. [PBs 1b, 1c, 1d, 1f]

C. Baseline Video (Pass/Fail)

During our first or second class, each student will participate in a 2- to 4-minute role-play interview that will be video-recorded by the professor, by the student, or by a video technician. This video will serve as a baseline for students to evaluate your progress throughout this term (and beyond if you wish). Try to do your best during this interview, but there is no need to prepare for it, no need to read ahead, or to practice – have fun with the role plays! People playing clients may be dramatic, humorous, passionate, and realistic. The professor will assign roles in class just before each role-play. All students who participate in this role-play will receive a passing grade, so it does not matter how wonderful or

how terrible your performance. However, each student must conduct a baseline video role-play in order to continue in this course. Students should keep these videos until at least the end of the course. [PBs 1b, 1c, 1d, 1f, 2a, 3c, 4b, 4d, 7a, 10a, 10b, 10c]

D. Engagement – In-Class Role-Plays (Pass/Fail)

During our first class, students will be paired off to work on engagement skills and develop a role-play to be presented in front of the class. In the second class, each student dyad will provide the professor with a written list of their first 3 preferences for a case profile. Feel free to be creative and add case facts that will enable you to demonstrate higher levels of skill use (e.g., age, culture, and other socio-demographic information about the client, agency context). The professor will assign dates (class 4 and 5) for each dyad to present their role-play to the class. The role-play should demonstrate the skills, facilitative conditions, attending behaviors, and activities of an effective engagement session, including: active listening skills (attending, paraphrasing, reflecting feeling, summarizing), constructive use of silence, empathy, unconditional positive regard, genuineness, explaining confidentiality, identifying the presenting problem. Each in-class role-play will last 10 to 12 minutes, with each student role-playing the social worker for at least 5 minutes. The class will provide constructive feedback to each dyad, including which skills, facilitative conditions, attending behaviors, and activities the dyad demonstrated well, and suggestions for improvement. Demonstration of basic interviewing skills is a core component of social work practice, so all students are expected to demonstrate these skills at a solid foundational level. Student should also be able to provide a balanced critique of their specific strengths and learning needs. If a student does not pass this assignment, the professor and student will meet (outside of class time) to discuss next steps.

Debriefing questions for the role-plays will cover the following questions:

1. How did the "social worker" feel during the exercise?
2. How did the "client" feel during the exercise?
3. Which skills, facilitative conditions, attending behaviors, and activities of engagement did the student demonstrate well?
4. What is one specific example of how the student could improve upon his or her interviewing skills, facilitative conditions, attending behaviors, and activities of engagement?

Some students feel very calm and confident about role-playing in front of the class; others may feel some level of anxiety. Remember that we all come from a variety of experiences, working styles, and skill levels. Regardless of our past experience and skills, we all have much to learn in order to develop into more effective social workers. To prepare yourself emotionally for the role-plays, you may find it useful to tell yourself, "It's ok to mess up," and "I'm here to learn, not to try to look perfect so I can impress others." Applying the strengths perspective, peer feedback on role-plays will focus on each student's effective use of skills.

Evaluation criteria: (a) Ability to demonstrate effective active listening skills (attending, paraphrasing, reflecting feeling, summarizing), empathy, unconditional positive regard, genuineness, explaining confidentiality, identifying the presenting problem, and (b) Ability to identify effective and problematic interviewing behaviors. [PBs 1b, 1c, 1d, 1f, 2a, 3c, 4b, 4d, 7a, 10a, 10b, 10c]

E. Engagement - Interview and Intake Summary (20%) Completed out of Class

The purpose of this assignment is to practice and develop social work skills in the engagement/intake stage, with particular emphasis on listening skills and how you demonstrate the facilitative conditions of a therapeutic relationship as well reporting your interview in the form of an Intake Summary. For this assignment, students (working in pairs) will video-record a role-play of a social worker conducting an engagement/intake interview with an individual client. Students may choose scenarios from listed or submit their own scenario for advanced approval by the professor. Students must choose a different scenario from the ones they used for the "In-Class Role-Play" above (students may use the same pairings as for the prior assignment, or team up with someone else). The interview should be 15 to 20 minutes in length. Each student should role-play the social worker for half the time. *Please dress and set up the room as you would for a real social worker-client meeting* (paying attention to the agency context). The following list provides the primary interviewing skills that you should try to demonstrate in this assignment:

- Attending skills (use of body language, tone of voice, and other nonverbal communication to demonstrate you are listening)
- Simple encouragement (minimal prompts)
- Active listening skills:
 - Rephrase (restatement; paraphrase – belief, story, perception)
 - Reflect (reflect feeling)
 - Summarization (key points over a segment of the meeting)
 - Clarification / checking back
 - Constructive use of silence
- Providing information (clear, plain language, nonjudgmental, fact rather than opinion)
- Emphasizing client strengths
- Self-disclosure (strategic)
- Questioning – to elicit information
 - Closed – yes / no (are you, did you, have you...? – use closed questions sparingly and intentionally)
 - Open (How, what, why questions)

Each student will prepare and submit an Intake Summary that will include the following components: a) What brought client to the agency; b) Presenting problem(s); c) Client expectations for service; d) Plans for further action

Analysis (one for each student)

Each student should provide an analysis of the overall pattern of skills and focus that he or she demonstrated in his or her interview segment. What major strengths are evident? What specific suggestions can you make for improvement? Discuss the effect of your overall approach on your work with this person. What feelings did you experience (as the worker) during the interview? What did you learn about your own personal interviewing style? Compare your performance in this tape with the interview you conducted in Assignment 1: In what ways have you developed? What are your on-going learning needs with respect to interviewing? This section should be 1 to 2 pages per student.

Students should provide me their Intake Summary and recordings by the due date listed in the week-by-week outline.

Evaluation Criteria: (a) use of appropriate format for the Intake Summary, (b) clarity of the introduction, (c) accuracy of the intake summary, (d) specificity of observations and reasonableness of interpretations, (e) correct identification of skills, (f) accuracy of identified problems and alternatives that rectify the problems, and (g) level of reflection concerning strengths, learning needs, and emotional responses as the worker. [PBs 1b, 1c, 1d, 1f, 2a, 3c, 4b, 4d, 7a, 10a, 10b, 10c]

This assignment may be done in pairs. Due: Videotape and written Intake Summary Sep. 27

F. Assessment: (15%)

The purpose of this assignment is to practice and develop social work skills in assessment. For this assignment students working in pairs and building on their previous Intake Interview will role play a social worker conducting an interview with an individual client for the purpose of formulating a social work assessment. Students will prepare and submit an Assessment of your client. The Assessment will include the following components: a) Referral Information; b) Presenting problem(s); c) Summary of relevant information in bio-psychosocial history that relates to presenting problem (s); d) Problem Identification and evidence for problem(s); and Your analysis/impressions.

Evaluation Criteria: (a) use of appropriate Assessment (b) clarity of the introduction, (c) accuracy of the assessment, (d) specificity of observations and reasonableness of interpretations, (e) identification of information relevant to client presenting problem, (f) accuracy of identified problems with evidence (g) appropriateness of analysis/impressions based on information gathered from client; h) Identification of goal(s). PBs 1a, 1b, 1c, 1d, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 6b, 7a, 7b, 9a, 10d, 10e, 10f, 10g, 10h, 10i, 10j]

This assignment may be done in pairs. Due: Written Assessment Oct. 4

G. Treatment/Service Plan: (15%)

The purpose of this assignment is to practice and develop social work skills in treatment/service planning. For this assignment students working in pairs and building on their previous Intake Interview and Assessment will role play a social worker conducting an interview with an individual client for the purpose of developing a social work treatment/service plan. Students will prepare and submit a Treatment/Service Plan with your client. The Treatment/Service Plan will include the following components: a. Problem selection; b. Problem definition; c. Goal(s); d. Measureable objectives.

Evaluation Criteria: (a) use of appropriate Treatment/Service Plan format, (b) clarity of the problem selection (c) clarity of problem definition (d) specificity of goal(s), e) Identification of goal(s); and f) identification of measurable objectives based on goal(s).[PBs 1a, 1b, 1c, 1d, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 6b, 7a, 7b, 9a, 10d, 10e, 10f, 10g, 10h, 10i, 10j]

This assignment may be done in pairs. Due: Written Treatment/Service Plan Oct. 18

H. Final Assignment: Psychosocial Assessment and Treatment Plan (25%)

Your final assignment will consist of a power-point presentation of your work with a client from your agency disguising distinguishing personal information about the client such as name and age. Your assessment will include the following areas of content:

1. Presenting problem
2. Client background (Provide a coherent picture of the client using a biopsychosocial-spiritual narrative, including diversity factors; provide *factual information* in this section; you will formulate *professional opinions* in the assessment section below)
3. Client strengths
4. Client concerns, challenges, and needs
5. Genogram (You may include this under client background, in reference to family background)
6. Ecomap (Refer to your ecomap and genogram in your written descriptions)
7. Assessment (Provide your professional assessment of the nature and causes of the client's challenges, which will be used as the basis of your treatment plan, below.
8. Evidence-based treatment plan – client goals [at least 2 and objectives, plans for intervention (worker and client responsibilities; using a format covered in class)

Each presentation will be approximately 12-15 minutes in length. Power-point presentation will be submitted not later than Nov 29. **Due Nov. 29**

Evaluation criteria: (a) comprehensive and accurate coverage of content areas listed above, (b) demonstrated use of social work perspectives (strengths, ecological, micro/mezzo/macro, social work values and ethics). [PBs 1b, 1c, 1d, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 7a, 7b, 9a, 10d, 10e, 10f, 10g, 10h, 10i, 10m]

I. Participation 5%

Evaluation of student participation will be based upon the following criteria: (a) functions within clearly defined professional boundaries (attends classes, arrives on time, prepared for class by doing readings in advance, completes assignments in timely manner, demonstrates appropriate professional boundaries in role-plays), (b) demonstrates personal reflection and self-correction to assure continual professional growth, (c) demonstrates professional demeanor in class (respectful of others, self-initiating, asks relevant questions, and actively participates in role-plays, class discussions and other experiential exercises); (d) consults with professor to advance professional development, and (e) recognizes and manages personal values in a way that allows professional values to guide practice (in class discussions and role-plays); (f) prepared for discussions of case study readings. [PBs 1b, 1c, 1d]

Grading

The grading scale for this course is as follows:

94-100= A	80-83= B-	67-69= D+
90-93= A-	77-79= C+	64-66= D
87-89= B+	74-76= C	60-63= D-
84-86= B	70-73= C-	0-59= F

Incomplete Grades: A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete – this requires a signed contract with the instructor, indicating which assignments need to be completed and within what timeframe. Please refer to the Graduate Catalogue for complete information on this matter.

Required Textbook and Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole.

This textbook is available in the FAU bookstore or from www.amazon.com. We will also make use of the NASW Code of Ethics, which you should receive from NASW (when you become a member) or may find online at <http://www.naswdc.org/pubs/code/default.asp>. The professor may assign additional readings, which will be distributed in class or made available online using Blackboard (under "Course Documents").

Week-By-Week Outline: Topics, Readings, and Assignments

The following outline of topics and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them. Bb refers to readings posted on Blackboard under Course Documents.

COURSE OUTLINE AND READING ASSIGNMENTS

**** Represents Writing Assignment Due Or Quiz**

Class/ Date	Topic	Readings (on Blackboard)
1 & 2 Aug 23 & Aug 30	Orientation to Course: Generalist Practice with Individuals -Overview of the course, -Class introductions -Review of the syllabus, -Writing expectations - Outcomes Orientation to Profession of Social Work: Demonstrate understanding of: -Mission of Social Work -Purposes of Social Work -Social Work Values -Generalist Practice -Social Work Profession Pairs: Participate in a 2-3 minute baseline role-play interview	Case Analysis: Using the Ecological Model in Generalist Practice: Life Transition in Late Adulthood (Bb) Respond in class to questions (Aug30) **Pair off to work on engagement skills. Each pair will provide me their first 3 preferences for a case profile by class 2. Hepworth, et al. Chapter 1 The Challenges of Social Work Hepworth, et al. Chapter 2 Direct Practice: Domain, Philosophy, and Roles Pocket Guide: Ecological Perspective of Social Work Practice Pocket Guide: Generalist Practice Perspective

<p>3</p> <p>Sep 6</p>	<p>Engagement and Exploration</p> <p>Relationship building skills -Facilitative conditions: warmth, empathy, authenticity -Verbal following skills -Interviewing and counseling techniques</p> <p>Pairs: Practice engagement and exploration skills within pairs</p>	<p>** Quiz on chapters 1 & 2.</p> <p>Hepworth, et al. Chapter 3. Overview of the Helping Process</p> <p>Hepworth, et al. Chapter 5 Building Blocks of Communication</p> <p>Micro-interviewing Skills (Active Listening) (Bb)</p> <p>Pocket Guide: Effective Interviewing Pocket Guide: Engaging the Client</p>
<p>4 & 5</p> <p>Sep 13 & Sep 20</p>	<p>Engagement and Exploration Documentation</p> <p>Role-Plays: Demonstration of basic skills of engagement</p> <ul style="list-style-type: none"> *Demonstrate building rapport *Demonstrate facilitative conditions *Demonstrate attending and supportive behaviors *Demonstrate selected micro-skills for interviewing such as open-ended questions, paraphrasing, clarification, summarization, etc. <p>Documentation (Intake summary)</p>	<p>** Quiz on Chapter 3 & 5 (Class 5: Sep 20)</p> <p>**Pairs: pairs will role play and demonstrate engagement skills in front of class. Each person will assume role of social worker for 5-6 minutes and class will provide constructive feedback.</p> <p>Hepworth, et al. Chapter 6. Verbal Following, Exploring and Focusing Skills</p> <p>How to Interview for Client Strengths-De Jong & Miller (Bb)</p>

<p>6 Sep 27</p>	<p>Social Work Values and NASW Code of Ethics and types of Documentation in Social Work Practice</p> <ul style="list-style-type: none"> -How are our values and our Code of Ethics reflected in practice? -Code of Ethics <ul style="list-style-type: none"> *Values *Purpose *Ethical Principles *Ethical Standards Professional Choices: Ethics at Work -Four types of documentation <ul style="list-style-type: none"> *Process/narrative *Summary *Assessment *Progress *Social history: see Bb Psychosocial Assessment 	<p>** Quiz on Chapter 4 & 6</p> <p>Hepworth, et al. Chapter 4. Operationalizing the Cardinal Social Work Values</p> <p>Case Analysis: Domestic Violence-Saundra Santiago (Bb) Respond in class to questions</p> <p>Community Based Spouse Abuse Protection & Family Preservation Team-Hamlin Bb</p> <p>Pocket Guide: Social Work Values and Ethics Pocket Guide: Screening for Intimate Partner Abuse Pocket Guide: Documentation</p> <p>Psychosocial Assessment Guidelines Bb</p> <p>Ensuring Ethical Practice: An Examination of NASW Code Violations, 1986-1997-Storm-Gottfried (Bb)</p> <p>Hepworth, et al. Chapter 7 Eliminating Counterproductive Communication Patterns</p> <p>Documentation in Social Work: Evolving Ethical and Risk-Management Standards-Reamer (Bb)</p> <p>Learning to Write Case Note Using the SOAP Format-Cameron (Bb)</p>
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<p>7 Oct 4</p>	<p>Assessment: Methods and Documentation -Purpose -Process and Product -Three Basic Assessment Issues --Functions Methods *Interview *Mapping: Genograms & Ecomaps *Quantitative *Observational -Documentation (Assessment recording)</p> <p>Pairs: Practice assessment methods within pairs such as genograms and ecomaps</p>	<p>Hepworth, et al. Chapter 8. Assessment: Exploring and Understanding Problems & Strengths</p> <p>Hepworth, et al. Chapter 9. Assessment: Intrapersonal, Interpersonal, and Environmental Factors</p> <p>Assessing Client Strengths –Cowger (Bb)</p> <p>Pocket Guide: Social Work Assessment Pocket Guide: Bio-Psychosocial-Spiritual Functional Assess Genogram symbols (Bb)</p> <p>Psychosocial Developmental History-Hamlin (Bb) Beck Depression Inventory (Bb)</p> <p>**DUE TODAY: Video-tape of your engagement interview, 1-2 page reflection paper about your interview and your written Intake Summary. See pages 6-7 of syllabus.</p>
<p>8 Oct 11</p>	<p>Assessment: Methods and Documentation</p> <p>Presentation of assessment</p> <p>Pairs: Will present their assessment of client to class using power-point.</p>	<p>**Quiz Chapters 8 & 9</p> <p>**DUE TODAY: Your written assessment. See page 7 of syllabus.</p> <p>Case Analysis: Substance as a Problem or Symptom: The Smith Family (Bb) Respond in class to questions</p> <p>Pocket Guide: Alcohol Screening</p>
<p>9 Oct 18</p>	<p>Treatment/Service Planning Purpose Process - Describe key problems to be addressed -State desired outcome for each problem -Describe specific steps toward each goal -Build a service/treatment plan</p> <p>Pairs: Practice developing a treatment/service plan for your client</p>	<p>Case Analysis: In the Best Interest of the Child (Bb) (Due Oct 18) Respond in class to questions</p> <p>Treatment Planning with Individuals-Peterson (Bb)</p> <p>Hepworth, et al. Chapter 12. Developing goals and Formulating a Contract</p> <p>Pocket Guide: Treatment/Service Plan</p>

<p>10 Oct 25</p>	<p>Treatment/Service Planning</p>	<p>**Quiz Chapters 7 & 12</p> <p>**DUE TODAY: Written treatment/service plan. See page 7 of syllabus.</p> <p>**Pairs: Present your treatment/service plan to the class using power-point.</p>
<p>11&12 Nov 1 & Nov 8</p>	<p>Motivational Interviewing Four principles: -Expression of empathy -Develop discrepancy -Go with resistance -Support self-efficacy</p> <p>Transtheoretical Model: Stages of Change Pre-contemplation Contemplation Preparation Action Maintenance Termination</p>	<p>Hepworth, et al. Chapter 18 Managing Barriers to Change</p> <p>Transtheoretical Model-Prochaska et al. (Bb)</p>
<p>13 Nov 15</p>	<p>Interventions</p> <p>- Describe intervention approaches -Describe indexes and scales used to track progress</p> <p>Pairs: Will develop an intervention from their treatment/service plan and support it with a theory/perspective.</p>	<p>Case Analysis: Individual Treatment of Depression Using Cognitive Therapy (Bb) Respond in class to questions</p> <p>Hepworth, et. al. Chapter 13. Planning and Implementing Change-Oriented Strategies -Task centered -Crisis Intervention -Cognitive Restructuring</p> <p>Pocket Guide: Solution Focused Intervention Pocket Guide: Systems Theory Pocket Guide: Crisis Intervention</p> <p>Systems Theory: Friedman & Allen (Bb)</p> <p>Should Social Work Clients Have the Right to Effective Treatment-Myers & Thyer (Bb)</p> <p>Short-Term Behavior Therapy with Phobic Disorders-Hamlin (Bb)</p> <p>Behavioral & Cognitive Theories-Thyer & Myers (Bb)</p> <p>Crisis Theory-Golan (Bb)</p>

<p>14 Nov 22</p>	<p>Interventions (continued)</p>	<p>Hepworth, et al. Chapter 19</p> <p>Case Analysis: Nightshift Respond to questions</p> <p>**Pairs: Pairs present their interventions to the class using power-point</p> <p>Learning How to De-Stress-Hamlin & Kane (Bb) intervention</p> <p>Pocket Guide: Muscle Relaxation Exercises Pocket Guide: Screening for Suicide Pocket Guide: Direct Practice Evaluation</p> <p>Identify an evaluation method for your assigned case</p> <p>Dealing with the Aftermath of Suicide-Ting et al. (Bb)</p>
<p>15&16 Nov29 & Dec 3</p>	<p>Final Examination</p>	<p>** Power-point presentation of your case presentation</p>

Class Attendance and Participation

Social work education is designed to help you prepare for professional practice. In order to model ethically appropriate practice, **please treat coming to classes as you would treat working at an agency**. Given the Council on Social Work Education’s requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. You may be asked to present documentation from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, you may be required to withdraw or retake the class*. Whether or not there is a documented, excused absence, if a student misses more than 2 classes (or 6 hours of class time), the student will receive a substantial decrease in the final grade.

Expectations of Professional Behavior and Practice

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (www.CSWE.org) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the

community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.
5. **Integrity:** Practice being honest with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.
Demonstrate assertive communication with peers and instructors.
Practice positive, constructive, respectful and professional communications skills with peers and instructor, including body language, empathy, and listening.
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

Policy on Use of Technology, Cell Phones, and Recording Devices in the Classroom

The School of Social Work prohibits the use of cell phones, beepers, computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

Bibliography

The following books are recommended (supplementary) readings:

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- Barsky, A. E. (2006). *Successful social work education*. Belmont, CA: Brooks/Cole.
- Barsky, A. E. (2010). *Ethics and values in social work: An integrated approach for a comprehensive curriculum*. New York: Oxford University Press.
- Bourg, W., Broderick, R., Flagor, R., Kelly, D. M., Ervin, D., & Butler, J. (1999). *A child interviewer's guidebook*. Thousand Oaks, CA: Sage.
- Compton, B. R., Galaway, B., & Cournoyer (2005). *Social work processes* (7th ed.). Belmont, CA: Brooks/Cole.
- Corey, M., & Corey, G. (2007). *Becoming a helper* (5th ed.). Belmont, CA: Brooks/Cole.
- Cournoyer, B. (2008). *The social work skills workbook* (5th ed.). Belmont, CA: Brooks/Cole
- *** Cummins, L., Sevel, J., & Pedrick, L. (2006). *Social work skills demonstrated*. Boston: Allyn & Bacon. *** Comes with a useful CD ROM demonstrating the skills.
- De Jong, P., & Berg, I. K. (2008). *Interviewing for solutions* (3rd ed). Belmont, CA: Brooks/Cole.
- Dolgooff, R., Loewenberg, F. M., & Harrington, D. (2009). *Ethical decisions for social work practice* (8th Ed.). Belmont, CA: Brooks/Cole. (www.cengage.com)
- Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2008). *Essential interviewing: A programmed approach to effective communication* (7th ed.). Belmont, CA: Brooks/Cole.
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- Jordan, C., & Franklin, C. (2003). *Clinical assessment for social workers: Quantitative and qualitative methods*. Chicago: Lyceum Books.
- Kane, M., Hamlin, E. & Hawkins, W. (2002). Which clinical methods are associated with better preparing social work students and practitioners for managed care, state licensing, and other important practice areas? *Staff Development: The International Journal of Continuing Social Work Education*, 5 (2), 15-27.
- Lum, D. (Ed.) (2007). *Culturally competent practice: A framework for growth and action* (3rd ed.). Belmont, CA: Brooks/Cole.
- McAuliff, G. (2009). *Culturally alert counseling* (6 DVD Set). Thousand Oaks, CA: Sage.
- Miley, K. K., O'Melia, M. W., & DuBois, B. L. (2009). *Generalist social work practice: An empowering approach* (6th ed.). Boston: Allyn & Bacon.
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- Murphy, B., & Dillon, C. (2011). *Interviewing in action in a multicultural world*. Belmont, CA: Brooks/Cole. ISBN-13: 9780840032096
- Rosengren, D. B. (2009). *Building motivational interviewing skills: A practitioner workbook*. New York: Guilford Press.
- Saleebey, D. (2009). *The strengths perspective in social work practice*. (5th ed.). Boston: Allyn & Bacon.
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- Shulman, L. (2009). *The skills of helping individuals, families, groups, and communities* (6th ed.). Belmont, CA: Brooks/Cole.
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- Tannen, D. (2001). *You just don't understand: Women and men in conversation*. New York: Harper.
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- Trevithick, P. (2005). *Social work skills* (2nd ed.). New York: McGraw-Hill.
- Zastrow, C. (2010). *The practice of social work* (9th ed.). Belmont, CA: Brooks/Cole.

Interviewing and Microskills Videos at FAU and Online

Here are some videos that are available at FAU libraries. They demonstrate practice skills, including active listening and other counseling skills. For videos from other campuses, you can order them via interlibrary loans – see <http://www.fau.edu/library>.

Andria's counseling session. Retrieved from <http://www.youtube.com/watch?v=p6N5NA-k5uA&feature=related>

Cameron, H. (2008). *The counseling interview: A guide for the helping professions*. New York: Palgrave MacMillan.

Counseling with Latinos. Retrieved from <http://www.youtube.com/watch?v=UEOG-8kv43o>

De Jong, P., & Berg, I. K. (2002). *Interviewing for solutions*. Belmont, CA: Brooks/Cole. [VHS Boca Raton-Media Media Center HV43 .D452]

Dilbert: Good morning and bad listener skills. Retrieved from <http://www.youtube.com/watch?v=xAp9n3vBjyo&feature=related>

Elderly lady: Bad take. Retrieved from <http://www.youtube.com/watch?v=7lq2xeJcJqQ>

Healy, J. (1997). *Powerful communication skills how to communicate with confidence, clarity and credibility*. Shawnee Mission, KS: National Press Publications / Sherborn, MA: Aquarius Productions [distributor]. [VHS Boca Raton-Media Media Center HF5718 .P68 1997]

Kijana Rose - Counseling interview. Retrieved from <http://www.youtube.com/watch?v=9V1hd04KrA&feature=related>

Mayadas, N. & Rodriguez, B. (2000). *Interviewing skills a step-by-step microcounseling model*. New York: Distributed by Insight Media [DVD Boca Media Center BF637.I5 I67 2000]

Microtraining Associates (2000). *Brief counseling: The basic skills*. North Amherst, MA: Microtraining Associates. [VHS Boca Raton-Media Media Center RC480.55 .B74 2000]

Reflecting back and paraphrasing. Retrieved from http://www.youtube.com/watch?v=xrbXMaiR_Ww&feature=related

Shortal, J. (1990). *Preparing and conducting an interview*. New York: Video Education / Insight Media. [VHS Jupiter Campus Media P95.48 .P74 1990]

Stover, D. A., Healey, B. J. (1993). *Suicide risk assessment: Content and narration*. Evanston, IL: AGC/United Learning. [VHS Boca Raton-Media Media Center RC569 .S93685 1999]

Wright, L. M., & Leahey, M. (2006). *How to use questions in family interviewing*. Calgary, AB, Canada: MDI Video. [VHS Treasure Coast Campus - RT120.F34 H69 2006]

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at

<http://www.fau.edu/registrar/universitycatalog/welcome.php>.

and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual.pdf>.

or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.