FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Graduate Programs

Department Social Work

College CSWCJ

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner _____
Catalog _____

***Current* Course Prefix and Number**	***Current* Course Title**
SOW 6305	Generalist Social Work Practice with Individuals

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

Academic Service Learning (ASL) **

Add ☐ **Remove** ☐

* See Definition of a Credit Hour.
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

SOW 6532

Change registration controls to:

Add SOW 6532 as co-requisite

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes:

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Joy McClellan, jmcclel2@fau.edu

Approved by	***Date***
Department Chair: Heather Thompson, PhD, MSW	10/6/22
College Curriculum Chair: Danielle Linton	10/6/22
College Dean: Dr. Naelys Luna — Digitally signed by Dr. Naelys Luna Date: 2022.10.06 15:26:56 -04'00'	
UGPC Chair: Mihaela Cardei — Mihaela Cardei (Oct 13, 2022 10:54 EDT)	Oct 13, 2022
UGC Chair: Mihaela Cardei — Mihaela Cardei (Oct 13, 2022 10:54 EDT)	Oct 13, 2022
Graduate College Dean: Robert W Fuhrer	Oct 17, 2022
UFS President	
Provost	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
GENERALIST SOCIAL WORK PRACTICE WITH INDIVIDUALS
SOW 6305 CRN
[3 credits]

Professor:
Office:
Email:
Phone:
Office Hours:

Standard Course Syllabus Policies

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see https://www.fau.edu/sw-cj/documents/standard-course-syllabus-policies.pdf. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

Course Description

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.

This course will help students develop their communication skills, critical thinking, self-awareness, and other competencies required to engage and assess individual client systems, plan and implement interventions, evaluate progress, and terminate services. Students will learn how to employ evidence-based practice, with particular emphasis on the strengths perspective of social work, systems theory, empowerment, social and economic justice, anti-oppression, cultural humility, and culturally responsive practice with diverse and vulnerable populations. Students will learn how to apply the NASW Code of Ethics (2021) and the IFSW Ethics in Social Work (Statement of Principles) in the context of practice with individuals. 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, Black and Latinx individuals, immigrants, LGBT individuals, people with disabilities, 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, ethics, 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 tailing 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. Students will apply content from the ethics course in relation to their ethical commitment to clients, informed consent, self-determination, confidentiality, client-worker boundaries, social justice, and other standards of practice. Finally, the basic practice competencies achieved in this course will prepare students for their courses on field education, clinical practice with families, clinical practice with groups, and practice with organizations and communities.

Learning Objectives

The course objectives for this course build on the 9 core competencies (C1 to C9) identified by the Council on Social Work Education's Educational Policy and Accreditation Standards (2015). Upon successful completion of this course, students will be able to demonstrate the following competencies and practice behaviors.

1. Function within clearly defined professional roles and boundaries in the context of practice with individuals. (C1)
2. Demonstrate professional demeanor in behavior, appearance, and communication with clients and professional colleagues. (C1)
3. Demonstrate personal reflection and self-correction in relation use of microskills, including attending, paraphrasing, reflecting feeling, constructive use of silence, and asking questions. (C1)
4. Use supervision and consultation to support practice with individuals. (C1)
5. Make ethical decisions by applying the NASW Code of Ethics, relevant agency policies, and relevant laws (with particular emphasis on client self-determination, confidentiality, informed consent, professional boundaries, competence, cultural humility, and human rights). (C1, C3, C5)
6. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions with individuals. (C4)
7. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse individuals, including Latinos, African Americans, Haitian Americans, LGBTQ+ individuals, children, and older adults. (C2)
8. Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with individual clients. (C4)
9. Demonstrate empathy, unconditional positive regard, genuineness, and hope to build trust and engage with clients. (C6)
10. Collect, organize, and interpret client data, including the use of genograms, ecomaps, and strength-based assessment interviews with individual clients. (C7)
11. Develop a mutually agreed-on focus of work and desired outcomes with individual clients. (C7)
12. Use evidence-based practice to select appropriate intervention strategies for practice with individuals. (C8)
13. Collaborate with professionals from various educational backgrounds to promote client goals and wellbeing. (C8)

14. Communicate effectively with clients and colleagues through videoconferencing and other technology. (C8)
15. Implement generalist social work interventions that enhance client capacities, including task-centered interventions, crisis intervention, client-centered counseling, advocacy, and case management. (C8)
16. Facilitate transitions and endings in relation to practice with individuals. (C9)
17. Critically analyze, monitor, and evaluate interventions with individuals. (C9)

Teaching Methodology

The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of readings, lectures, voice-over-PowerPoint presentations, 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 instructor will endeavor to maintain a safe and respectful environment in the classroom. The instructor will employ an organic approach to the teaching of this course, emphasizing experiential as well as cognitive understandings of the course content (e.g., discussing, observing, practicing, and reflecting on social work skills as used in varied practice situations). To foster development of practice skills during our videoconference classes, students will conduct role-plays, discuss relevant practice skills, and gently provide constructive feedback to each other.

Course Assignments and Grading

Given that this is a "practice" course, the following assignments are designed to prepare students for practice. The online 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.

Grading Scale

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

A. Online Quizzes (20%)

Each student will complete 5 online quizzes, posted on Canvas (topics and due dates are listed on the week-by-week outline). Each quiz contains 10 multiple-choice questions based on required readings from the Hepworth, Rooney, Rooney, and Strom-Gottfried textbook. Each quiz is worth up to 4% toward the final grade, with a total possible 20% for all 5 quizzes. As per the FAU Code of Academic Integrity, students may not discuss online quizzes with one another or make use of help from anyone else. Students may use their own textbook and notes, as these quizzes are open-book quizzes. The professor will release the answers to each quiz on Canvas after all students have completed the quiz.

B. Meeting with Professor (Pass/Fail)

During the first 3-4 weeks of the term, each student will meet with the professor for approximately 15 minutes outside of class, as per a sign-up schedule distributed in the first 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, to model effective supervision and consultation practice, 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 developing a professional learning plan that identifies learning goals, challenges, and activities to achieve these goals. Students should also demonstrate professional demeanor in behavior, appearance, and communication.

C. Baseline Video - "Wing It" (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 (if you have an electronic device that can take videos, such as a webcam or iPhone, please bring it to class). This video will serve as a baseline for students to evaluate their 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 is. However, each student must conduct a baseline video role-play in order to continue in this course. Each student must upload his/her video to the internet (Google Docs or YouTube) and keep it posted there until at least the end of the course.

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

During our first class, students will be assigned to dyads/triads to work on engagement skills and develop a role-play to be presented in front of the class. In the second class, each student pairing or group of three will provide the professor with a written list of their first 3 preferences for a case profile (from the choices listed on Canvas under Assignments). 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 sociodemographic information about the client, agency context). The professor will assign dates for each dyad/triad to present their role-play to the class. The role-play should demonstrate the skills, core conditions, 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, and engaging the client in an appropriate informed consent process. 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/triad, including which skills, core conditions, and activities the dyad/triad 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 any 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, core conditions, 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, core conditions, and activities of engagement did the student demonstrate well?

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 engaging the client in an appropriate informed consent process), and (b) Ability to identify effective and problematic interviewing behaviors.

E. Engagement - Interview and Process Recording (25%)

The purpose of this assignment is to practice and develop social work skills in the engagement stage, with particular emphasis on listening skills and how you demonstrate the core conditions of a therapeutic relationship. For this assignment, students (working in groups of 2 or 3) will video-record a role-play of a social worker conducting an engagement interview with an individual client (you may use a webcam, Smart phone, or video camera to record the interview; make sure you can upload it to the Internet on YouTube or Google Docs). Students may choose scenarios from Canvas 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). **Each student should role-play the social worker for 10 to 15 minutes** (all students in the group should use the same scenario). **When role-playing, use a client-centered approach to generalist social work practice**. *Please dress and set up the room as you would for a real social worker-client meeting* (paying attention to the agency context). **The student playing the client should present the social worker with some challenges in engagement (mistrust, confusion about social worker's role, difficulty understanding confidentiality, anger about seeing social worker, etc.), so the social worker can demonstrate engagement skills at a higher level.** 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; constructive use of silence)
- Simple encouragement (minimal prompts)
- Accent responses
- Active listening skills:
  - Paraphrase (restatement; rephrase – belief, story, perception)
  - Reflect (reflect feeling)
  - Summarization (key points over a segment of the meeting)
  - Clarification / checking back
- Providing information (clear, plain language, nonjudgmental, fact rather than opinion; explaining services, agency policies)
- Engaging client in a discussion of confidentiality, exceptions, and informed consent

(Use questions *sparingly*, if at all. Do NOT use higher-level skills such as constructive confrontation or interpretation, and DO NOT go into assessment, planning, or intervention stages; avoid use of self-disclosure)

Each GROUP OF STUDENTS will prepare and submit ONE process recording assignment, including the following components (as demonstrated by the sample paper on Canvas under Assignments):

Title Page: The title page should include the title of the assignment; the students' names and email addresses, the course name, the professor's name, due date for the assignment, confidentiality statement, and URLs (Web addresses) for each student's online video.[1]

Introduction: Provide a one-page introduction that identifies the client situation, the social worker's original purpose for the interview, the presenting problem, agency context, and the role of the social worker. You could cite an article on the role of the social worker in your particular case (e.g., school social worker, probation officer, case manager).

Transcript and detailed (micro) analysis: Students will use a four-column, process-recording table to analyze 5 to 8 minutes of the interview. The columns will include the following information.

Left Column: Verbatim – Provide a word-for-word transcript of what the social worker and client said. Each piece of worker or client content should begin with a row (see Canvas, under Assignments, for a sample and a template that you can use)

2nd Column: Worker Observations and Interpretations – Provide descriptions of direct observations of the client's nonverbal behavior, plus the worker's interpretations of those behaviors.

3rd Column: Categorization of Skills – Use the Categorization of Skills Form provided on Canvas to categorize each worker statement in your interview (including effective skills and problematic worker behaviors). Be specific (e.g., "Use of reflection of feeling to demonstrate empathy at a Level 3; "Use of open question to elicit information about the client's coping strategies")

Right Column: Alternatives – Select 5 or 6 worker statements that you believe were problematic, or could be improved upon. Identify what the problem or deficiency was, and provide a better alternative response (verbatim) that the worker could have used.

[You do not need to fill in all of the boxes in the table]

Meta-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 (including transcribed and nontranscribed parts of the interview). Refer to specific worker responses in your critique. 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 ongoing learning needs with respect to interviewing? Strengths and learning needs that you identify in this assignment may be useful in identifying learning objectives for your Learning Contract at your Field Placement. This section should be 1 to 2 pages per student.

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[1] **Confidentiality Statement:** Indicate on the first page that the client gave permission for you to use the material, and state that there is no identifying information in order to respect the confidentiality of the client. [For example: "The client has provided written consent for this interview to be recorded and transcribed for educational purposes. All identifying information has been modified in order to respect the client's right to confidentiality. Upon completion of this course, all digital, analogue, and paper copies of this interview and transcript will be destroyed."]

Reference List
Include any references that you cite, including the course textbook, the NASW Code of Ethics, and any other books, videos, or articles that you have used for this assignment (though you do not need to go beyond the course textbook and NASW Code for this assignment).

Students should submit their papers as a group on Canvas (under the Process Recording Assignment) by the due date listed in the week-by-week outline. You will need to set up a group on Canvas, and then have ONE member of your group submit for the whole group. Within the assignment, please provide the professor with a URL (weblink) where the professor can pick up the video online (e.g., using Google Docs or www.youtube.com and ensure the professor has access to the video/file). If you do not want to post your video online, you may give the professor a flash drive containing the video.

Evaluation Criteria: (a) use of appropriate format for the process recording, (b) clarity of the introduction, (c) accuracy of the transcript, (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.

This assignment will be done in groups of 2 or 3. Please do not share your assignment or access help from others outside of your groups prior to submitting your assignment. To do so is a violation of the FAU Code of Academic Integrity. If any student has questions about the expectations for this assignment, please contact me directly.

F. Microskills Identification Assignment: Assessment & Planning (15%)

The professor will provide students with a transcript of a social work interview in a process recording format. Each student (working individually) will identify the skills used by the social worker (in the middle column) and critique the skills used (in the right-hand column). In the critique column, students will identify the strengths and limitations of the skills used, and provide alternate responses for any social work responses with significant limitations or problems (i.e., dysfunctional behaviors such as giving advice, being unclear, demonstrating disrespect, breaching a particular section of the NASW Code of Ethics, or not responding accurately to the client's content). At the end of the assessment interview, students will identify client strengths and diversity factors (social identity groups), and describe how the worker's knowledge of these factors will inform future work with this client. Students will describe a strategy for advocating for needed services for the client.

Evaluation Criteria: (a) accurate classification of skills demonstrated in the transcript, (b) accurate recognition of strengths and limitations of the skills demonstrated in the transcript, (c) demonstration of positive alternative worker responses to correct limitations and problems in the original interview, (d) accurate identification of client strengths; accurate identification of one of the client's diversity factors (culture or social identity group), (e) ability to apply readings about the client's diversity group to the situation portrayed in the assessment interview, and (f) logic, clarity, and feasibility of the treatment/intervention plan.

Please do not share your assignment or access help from others prior to submitting your assignment. To do so is a violation of the FAU Honor Code. If any student has a question about the expectations for this assignment, you may contact the professor directly.

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

The professor will show a movie/video during one of the last classes (see week-by-week schedule for exact date). Students (in groups of 2 or 3) will develop a psychosocial assessment and treatment plan based on one of the movie's main characters. The professor will provide students with additional information to identify the agency context and how the lead character came to see a social worker. The psychosocial 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. Link case information with knowledge from 3 or 4 scholarly readings (journal articles and, or textbooks) related to the client's diversity, social, economic, and environmental justice issues, and presenting problem [could apply systems theory, sociocultural theory, developmental theory, cognitive-behavioral theory, etc.; if using instruments to assess client or evaluate outcomes, provide citations for those measures]
8. Evidence-based treatment plan – client goals [at least 3] and objectives, plans for intervention (worker and client responsibilities; using the format covered in class). Also, describe how you will monitor and evaluate the client's progress.
9. Ethical issue – Identify at least one ethical issue that might arise in working with this particular client and cite the ethical standards from the NASW Code of Ethics that may apply in dealing with this ethical issue. Describe how you would resolve the ethical issue.
10. References in APA format (7th edition) (for APA help, click here)

The paper will be 7-11 single-spaced pages, submitted in MS Word format (if you do not have MS Word, use the *save as* function before submitting it). Please upload your paper to Canvas (under assignments) by the due date listed in the week-by-week outline. You may upload your genograms and ecomap within your paper or as separate files. A sample psychosocial assessment and template are available on Canvas. PDFs will not be accepted.

Evaluation criteria: (a) comprehensive and accurate coverage of content areas listed above, (b) literary competence (clarity, conciseness, grammar, spelling, APA format (7th edition) for the references, use of scholarly sources), (c) demonstrated use of social work perspectives (strengths, ecological, micro/mezzo/macro, social/economic/environmental justice, social work values and ethics).

Please do not share your assignment or access help from others outside of your pairings prior to submitting your assignment. To do so is a violation of the FAU Honor Code. If any student has a question about the expectations for this assignment, you may contact me directly.

H. Participation in Class (in-person and asynchronous) (15%)

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, participates in asynchronous activities and interactions), (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).

Required Textbook and Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Cengage. ISBN-13: 9781305633803 [either the paper/hardback copy or e-book is fine. You will not need to purchase any ancillaries]

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 Canvas (under "Modules").

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. "HRRS" refers to readings in our primary Hepworth, Rooney, Rooney, and Strom-Gottfried; "Canvas" refers to readings posted on Canvas under Modules.

This course will include both in-person and asynchronous online learning. The schedule may shift depending on our progress through the lessons and unforeseen circumstances.

NOTE: Quizzes are due the day PRIOR to our classes. PLEASE mark dates for the quizzes on your calendars now, so that you do not miss any due dates.

Color Code: Blue – In-Person class		
Color Code: Green – Asynchronous class		
Class	***Topics***	***Readings / Assignments Due***
Class 1 August 23, 2022	**Introduction** to class and assignments Baseline Video – please bring your own video recording devices (smart phone, video camera, laptop with camera). Dyads and groups for role-plays Introduction to **Canvas Quizzes** Introduction to Generalist Intervention Model, ecosystems, micro/mezzo/macro practice, & planned change steps SW mission, purposes, domains, and roles SW Values and Ethics Intervention Selection - Critical thinking	**Readings:** • HRRS Chap.1 – The Challenges and Opportunities of Social Work • HRRS Chap.2 – Direct Practice: Domain, Philosophy, Roles • Welcome to Class • Course Syllabus • Demonstration Quiz • Student Information Sheet

Class 2 August 30	**Generalist Intervention Model – 3 phases / 6 stages** **Engagement** – building trust, informed consent, and confidentiality **Micro practice skills:** Interviewing, reflective practitioner Rogers' core conditions: empathy, authenticity, unconditional positive regard Fundamental communication skills (active listening, paraphrasing, reflective listening, summarizing, clarifying, focusing, structuring) Select cases for role-plays Role-play: Active listening (no questions)	**Readings:** • HRRS Chap.3 – Overview of the Helping Process • HRRS Chap.5 – Building Blocks of Communication (conveying empathy, authenticity, and respect through microskills) • **Practice Quiz on Chapters 1 and 2 (prior week's topics)**
Class 3 September 6	**Professional & personal values** NASW Code of Ethics; breaches Legal duties and human rights; ethics and agency policy Framework for Managing Ethical Issues: conceptualizing an ethical dilemma, hierarchy of ethical principles Professional boundaries & relationships Conscientious use of self Role-play: Explaining confidentiality; duties to report, facilitating informed consent Microskills – exploring deeper levels (probing questions), verbal tracking, information giving	**Readings:** • HRRS Chap. 4 – Operationalizing SW Values • NASW Code of Ethics – www.naswdc.com (skim) • HRRS Chap.6 – Verbal Following, Exploring, and Focusing Skills • **Quiz 1: Chapters 3 and 5 on CANVAS – due September 5 @ 11:00 pm**
Class 4 September 13	**Engagement – In-Class Role-Plays** **Dysfunctional Skills** o Nonverbal challenges o Blaming, judging o Advising, analyzing o Shotgun questions, stacking o Dominating Process recording	**Readings:** • HRRS Chap. 7 – Eliminating Counterproductive Communication Patterns & Substituting Positive Alternatives • Canvas – Process recording sample and template • **Quiz 2: Chapters 4 and 6 on CANVAS – due September 12 @ 11:00 pm**
Class 5 September 20	**Engagement – In-Class Role-Plays** **Assessment** Assessment vs. Diagnosis Diversity and Cross-Cultural Issues (using an ethnographic interviewing approach) Presenting Problem(s) o Ascribed meaning o Onset, frequency, duration o Client responses	**Readings:** • HRRS Chap. 8 – Assessment: Exploring & Understanding Problems & Strengths

	Stresses / Strengths / Resources Preparation for Assignment: Engagement Interview and Process Recording	
Class 6 September 27 Asynchronous	**Assessment** ○ BPSS – holistic – physical, psychological, social, spiritual ○ Assessment types – screening, psychosocial, specialized ○ Genograms ○ Ecomaps Assessing for suicidal ideation: Risk groups Ideation and plan Social support Coping Warning signs (Note: We won't be covering families and groups in this class, but Chapters 10 and 11 will be relevant for future courses)	**Readings:** • HRRS Chap.9 – Assessment: Intrapersonal, Interpersonal, and Environmental Factors (including assessment for human rights and social justice issues) • **Quiz 3: Chapter 7 and 8 – due September 26 @ 11:00 pm** • **Discussion Board – due September 30 @ 11:00 pm** **Podcast on Suicide Prevention:** • https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP37-Suicide-Prevention • Kennedy article on Ecomaps on CANVAS under Modules
Class 7 October 4 Asynchronous	Developing an intervention plan: Goals, Objectives, Contracting ○ Mutuality, Specificity ○ Measurement and Evaluation ○ Evidence-based treatment ○ Transtheoretical Model of Change Preparation for Microskills Identification Assignment	**Readings:** • HRRS Chap.12 – Developing Goals and Formulating a Contract • Canvas - Microskills Identification Assignment – SAMPLE • **Engagement Interview and Process Recording. Upload to CANVAS under Assignments as a Group – due October 4 @ 11:00 pm** • **Discussion Board – due October 7 @ 11:00 pm**
Class 8 October 11	**Planning & Implementation in GIM:** Models and techniques of practice: ○ Task-Centered ○ Crisis Intervention ○ Cognitive Restructuring, ○ Solution-Focused Preparation for psychosocial assessment assignment	**Readings:** • HRRS Chap. 13 – Planning & Implementing Change-Oriented Strategies • CANVAS – Psychosocial assessment sample and template (under Assignments)

Class 9 October 18 Asynchronous	**Intervention Processes** Relationship between micro and macro practice Consciousness Raising Advocacy (including concerns related to economic, social, technological, and environmental justice) **Recording data (SOAP)**	**Readings:** • HRRS Chap.14 – Developing Resources, Advocacy, and Organizing as Intervention Strategies • Canvas – Progress Notes (SOAP format) • **Quiz 4: Chapter 12 and 13 – due October 17 @ 11:00 pm** • **Discussion Board – due October 21 @ 11:00 pm**
Class 10 October 25	**Higher-Level Skills** o Additive empathy o Deeper feelings o Hidden purposes o Constructive confrontation o Interpretation	**Readings:** • HRRS Chap.17 – Additive Empathy, Interpretation, and Confrontation • **Quiz 5: Chapter 14 – due October 24 @ 11:00 pm**
Class 11 November 1	**Potential Barriers to Change** o Transference o Opposition to Change o Self-care: vicarious trauma, burnout, & secondary stress o Cross-Cultural Issues	**Readings:** • HRRS Chap.18 – Managing Barriers to Change • Recommended: Newell, J., & Nelson-Gardell, D. A. (2014). Competency-based approach to teaching professional self-care: An ethical consideration for social work educators. *Journal of Social Work*, 50, 427-439. • Optional Podcast: https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP17-Self-Care-and-Avoiding-Burnout • **Microskills Identification Assignment. Upload to CANVAS under Assignments – due November 1 @ 11:00 pm**
Class 12 November 8	**Termination, Evaluation, and Follow-Up** Decision about interventions for the final classes **Practice for final assignment**	**Readings:** • HRRS Chap.19 – Final Phase: Evaluation & Termination
Class 13 November 15	**We will show a movie for the final assignment – Psychosocial Assessment and Treatment Plan** (students may take notes during movie)	**Readings:** • None

	Skill development role-plays - Class choice on evidence-based interventions: relaxation techniques, gestalt, TTM, motivational interviewing (esp. with involuntary clients), logotherapy, harm reduction, compassionate listening, narrative therapy, mediation) Termination	• Please also complete the SPOT course evaluations when they are made available online by FAU.
Class 14 November 22 Asynchronous (Thanksgiving week – No in-person class; just online assignments)	Technology and Social Work Practice	**Readings:** • None • See CANVAS for readings and exercises on electronic record keeping, videoconferencing, and practice standards on using technology in practice • **Discussion Board – due November 25 @ 11:00 pm**
Class 15 November 29 Last Class	Skill development role-plays: Intervention (as above) Last class: Termination celebration/potluck, skill development, loose ends, ongoing professional development; how practice with individuals fits with macro and mezzo practice	**Readings:** • No additional required readings from textbook – Recommended readings will be based on which interventions students want to learn in this class
December 5 –14: Reading days and Exam Week - No Class	As per FAU policy, these days may be used for make-up classes in case of canceled classes for emergencies earlier in the term. Please arrange your vacations accordingly.	**Readings:** • Recommended readings will be based on which interventions students want to learn in this class • **Final Assignment: Psychosocial Assessment and Treatment Plan. Upload to CANVAS as a group under Assignments – due December 6 @ 11:00 pm**

* In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

Proper credit provided to Allan Barsky, Ph.D. for course syllabus and outline.

Bibliography

The following books and articles are recommended (supplementary) readings:

Adler, R. B., & Proctor, R. F. (2017). *Looking out, looking in.* (15th ed.). Cengage.

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Barsky, A. E. (2019). *Ethics and values in social work: An integrated approach for a comprehensive curriculum* (2nd ed.). Oxford University Press.

Barsky, A. E. (2012). Clinicians in court: A guide to subpoenas, depositions, testifying, and everything else you need to know (2nd ed.). Guilford Press.

Barsky, A. E. (2017). *Conflict resolution for the helping professions.* Oxford University Press.

Bellamy, J. L., & Parish, D. (2021). *Practical implementation in social work practice: A guide to engaging in evidence-based practice.* Oxford University Press.

Bent-Goodleya, T., Snella, C., & Carlton-LaNeyb, I. (2017). Black perspectives and social work practice. *Journal of Human Behavior in the Social Environment, 27*(1-2), 27-35. http://dx.doi.org/10.1080/10911359.2016.1252604

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Cummings, S. (2020). How to train the technology monster we cannot see. *The New Social Worker. https://www.socialworker.com/feature-articles/technology-articles/how-to-train-the-technology-monster-we-cannot-see*

*** Cummins, L.K., & Sevel, J.A. (2018). *Social work skills for beginning direct practice: Text, workbook and interactive multimedia case studies* (4th ed.). Pearson *** Includes videos demonstrating the skills.

D'Andrea, M. J. (2013). *Social justice counseling.* SAGE.

De Jong, P., & Berg, I. K. (2013). *Interviewing for solutions* (4th ed.). Cengage.

Diller, J. (2019). *Cultural diversity: A primer for the human services* (6th ed.). Cengage.

Evans, D. R., Hearns, M. T., Uhlemann, M. R., & Ivey, A. E. (2017). *Essential interviewing: A programmed approach to effective communication* (9th ed.). Cengage.

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Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Cengage. {see also, Ivey's books on *Basic Attending Skills*, *Basic Influencing Skills*, and *Group Microskills;* Basic Attending Skills is also available in Spanish – *Las Habilidades atencionales basicas*.}

Jackson, A. (2021). *Dilemmas and decision making in social work*. Critical Publishing. (8 case studies showing how to apply theory to practice)

Jones, L. V. (2020). *Reenvisioning therapy with women of color: A Black feminist healing perspective*. NASW Press.

Jordan, C., & Franklin, C. (2020). *Clinical assessment for social workers: Quantitative and qualitative methods* (5th ed.). Oxford University Press.

Kadushin, A., & Kadushin, G. (2013). *The social work interview.* (5th ed.). Columbia University Press.

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* *New Social Worker* - http://www.socialworker.com (free online magazine for social work students and others entering the profession)

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Zastrow, C. H., & Hessenauer, S. L. (2021). *Generalist social work practice: A worktext* (12th ed.). Oxford University Press.

Sample Interviewing Videos (Online)

(You may purchase a license from Cengage to use the online learning materials, including videos, that supplement our course textbook (Hepworth). We will not be using these in class and you do not need to purchase this license. However, some students find these online materials to be a useful supplement for their learning)

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

Carl Rogers. https://www.youtube.com/watch?v=24d-FEptYj8

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

Counseling Roleplay: Reflecting, paraphrasing and summarising only. https://www.youtube.com/watch?v=2aRq1LC05-A

Dilbert: Good morning and bad listener skills. http://www.youtube.com/watch?v=xAp9n3yBjyo&feature=related

Elderly lady: Bad take. http://www.youtube.com/watch?v=7lq2xeJeJqQ

Multicultural Counseling. https://www.youtube.com/watch?v=4QfaGsgKDlk (interview starts around 5:30)