

Florida Atlantic University
Phyllis and Harvey Sandler School of Social Work
SOW 4300 – Sec. 001 / CRN11248 (3 credits)
 Social Work Practice with Individuals

Semester: Spring, 2018	Classroom: SO 318
Dates: August 18, 2018 – December 14, 2018	Class Day/Times: Tuesdays; 1:00 pm – 3:50 pm
Instructor: Arlene Kaplan, Ph.D., MSW	Office Hours: Tuesdays & Thursdays 11:15 am – 1:00 pm and by appointment
Phone: 561-297-2474	Office Location: SO 313 (Boca)
Email: afkaplan@fau.edu	Web: www.fau.edu/ssw

PLEASE NOTE THAT ATTENDENCE TO THE FIRST CLASS IS REQUIRED. THERE ARE NO EXCEPTIONS. YOU WILL BE ASKED TO DROP THE COURSE IF YOU MISS THE FIRST CLASS.

BSW PROGRAM MISSION

The mission of our BSW program is to educate competent and compassionate social workers as for entry-level practice and as a foundation for further professional development and growth. 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 intervention model (GIM) 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) and the [IFSW/IASSW Ethics in Social Work \(Statement of Principles\)](#) 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.

RELATION TO THE EDUCATIONAL PROGRAM

SOW 4300 is the first of three required practice courses in the BSW program. This course introduces the student to the Generalist Intervention Model and utilizes content from the HBSE sequence to establish the dual perspective of the client in interaction with his or her environment, which defines the context for change on a micro, mezzo, and macro level. Professional writing and interviewing skills introduced in Profession of Social Work will be applied to simulations and assignments selected to help prepare students for professional practice. SOW 4300 is also supportive of the research sequence in the orderly development of data for working with individuals, contracting with individuals for the attainment of specific and measurable goals, and for assessing the effectiveness of worker interventions. This course also rests heavily on the policy sequence for its focus on structure and service delivery, and for introducing the student to policy issues which support social and economic justice. SOW 4300 content is especially applicable to the field work sequence by providing the student with knowledge, values, and skills required to assist clients in effective social functioning. Finally, the basic practice competencies achieved in this course will prepare students for their courses practice with families and groups, practice with organizations and communities, and field internship.

COMPETENCIES AND PRACTICE 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.

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

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.

- 2. Apply social work ethical principles to guide professional practice.**
 - a. Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2a).
 - b. Make ethical decisions by applying the NASW Code of Ethics, and as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles (with particular emphasis on client self-determination, confidentiality, informed consent, and professional boundaries) (PB 2b).
 - c. Tolerate ambiguity in resolving ethical conflicts related to practice with individuals (PB 2c).
 - d. 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.**
 - a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions with individuals (PB 3a).
 - b. Critically analyze models of assessment, prevention, intervention, and evaluation in the context of practice with individuals (PB 3b).
 - c. Demonstrate effective oral and written communication in working with individuals (PB 3c).

- 4. Engage diversity and difference in practice.**
 - a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4a).
 - b. 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).
 - c. Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c).
 - d. View themselves as learners and engage individual clients as cultural informants (PB 4d).

- 5. Advance human rights and social and economic justice.**
 - a. 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.**
 - a. Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with individual clients (PB 6a).
 - b. Use research evidence to inform practice decisions with individual clients (PB 6b).

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

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

9. Respond to contexts that shape practice.

- a. 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.

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

TEACHING METHODOLOGY

The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of readings, lectures, role-plays, videos, group discussions, exams, 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 various practice situations).

GRADING SCALE & COURSE ASSIGNMENT WEIGHTING

A. Grading Scale

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

B. Course Grading

Assignments are due at the time class starts on the dates indicated in the course outline. The grade for an assignment will be reduced at least one letter grade if it is late. All papers must be submitted in class unless otherwise indicated by the instructor.

Given that this is a "practice" course, the course assignments are designed to prepare students for practice. 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. SOW 4300 is a 3-credit course. The grading for the course is determined as follows:

- 30% Student Self -Evaluation Tape and Presentation
- 30% Treatment Plan, Ecomap & Genogram Assignment
- 30% Mid-Term Exam
- 10% Quizzes (2 quizzes for 5 points each)

ASSIGNMENTS

1. Student Self -Evaluation Tape and Presentation

The purpose of this assignment is to practice and develop social work skills with particular emphasis on strategies to enhance the facilitative conditions of a therapeutic relationship. Students (working in pairs) will video-record a role-play of themselves as a social worker conducting an interview with an individual client, played by their student partner. Each student should role-play being the social worker for 15 minutes. 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:

- a) Attending skills (use of body language, tone of voice, and other nonverbal communication to demonstrate you are listening)
- b) Simple encouragement (minimal prompts)
- c) Active listening skills:
 - i) Rephrase (restatement; paraphrase – belief, story, perception)
 - ii) Reflect (reflect feeling)
 - iii) Summarization (key points over a segment of the meeting)
 - iv) Clarification / checking back
 - v) Constructive use of silence
- d) Providing information (clear, plain language, nonjudgmental, fact rather than opinion)
- e) Emphasizing client strengths
- f) Self-disclosure (not recommended but may be used strategically)
- g) Questioning – to elicit information
 - i) Closed – yes / no (are you, did you, have you...? – use closed questions sparingly and intentionally).
 - ii) Open (How, what, why questions) Use motivational interviewing and/or solution focused guidelines for helpful ideas.
 - iii) Components of motivational interviewing, cognitive behavioural and/or solution focused interviewing are demonstrated.

Each student should evaluate the skills they demonstrated in the video and develop a PowerPoint presentation and oral presentation to the class. The PowerPoint and presentation should provide an analysis of the overall pattern of skills and focus that he or

she demonstrated in his or her interview segment as the social worker. Points to cover include, but are not limited to:

- a) What specific skills did you demonstrate?
- b) What major strengths did you display?
- c) What specific suggestions can you make for improvement?
- d) Discuss the effect of your overall approach on your work with this person.
- e) What feelings did you experience (as the worker) during the interview?
- f) What components of motivational interviewing and/or solution focused interviewing did you demonstrate?
- g) What did you learn about your own personal interviewing style?
- h) What are your on-going learning needs with respect to interviewing?

The PowerPoint presentation should have clips from the video that demonstrate different topics presented as strengths **and** challenges from the interview. Additionally, examples of specific wording from the interview should be provided to describe different skills that were utilized.

The oral presentation and clinical interview video will be graded based on the variables provided in the rubric found on Canvas [PBs 1b, 1c, 1d, 1f, 2a, 3c, 4b, 4d, 7a, 10a, 10b, 10c]

2. Treatment Plan, Ecomap & Genogram

In this paper the students will demonstrate an understanding of on-going assessment, planning/contracting, implementation, evaluation, and termination with an individual using the generalist model of social work practice. The students will also examine the impact of social and economic justice issues on these individual persons. Following the use of strength perspective in the assessment process, and empowerment strategies in the planning/contracting and implementation phases of multi-practice, students will demonstrate knowledge of evaluation and termination. The format for the treatment plan, ecomap and genogram will be posted on Canvas [PBs 1a, 1b, 1c, 1d, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 6b, 7a, 7b, 9a, 10d, 10e, 10f, 10g, 10h, 10i, 10j]

Each student should note that all documents pertaining to the class must be backed –up and you should have hard copies of any data used/assignments completed. Computer hardware or software problems WILL NOT be a valid reason for a late assignment. The group papers must be typed, as computer facilities are available for every student.

3. Quizzes

There will be 2 short quizzes given during the semester covering the readings in the text, information posted on Canvas, and class discussion. Each of the quizzes will count for 5 points. The dates of the quizzes may not be provided in advance as it depends on the completion of different course topics. **There are no make-up quizzes.**

4. Mid-Term Exam

The mid-term exam will be made up of multiple choice, true/false, matching, and short answer questions. The exam will cover questions based on required chapter readings from the Kirst-Ashman textbook, information posted on Canvas, assigned readings, and any videos shown during the semester. The midterm exam is given on a specific date. **There is no make-up exam.** [PBs 1a, 2b, 2c, 2d, 5a, 7b, 9a, 10a, 10g]

CLASS ATTENDANCE & PUNCTUALITY

Final grades will be reduced as following for absences and lateness: 3 points will be deducted for each absence and 2 points will be deducted for every time the student is late.

Students need to inform the Professor in advance of absences and tardiness to class in accordance with professional expectations. Students are expected to arrive promptly and ready to work and to stay for the entire class or until excused by the instructor.

Social work education is designed to help students 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 absence, excessive tardiness, or patterns of leaving early may result in a substantial reduction of the final grade or a failing grade. Students may be asked to present a written excuse from a healthcare provider for 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 more than one absence, the student may be required to withdraw or retake the class.

CLASS PARTICIPATION

A crucial component of professional social work education relates to an understanding of and adherence to the values of social work profession and the Code of Ethics of the National Association of Social Workers. Active participation in the classroom setting facilitates clarification and understanding of these values and ethics, as well as your comprehension of the materials the class covers.

Students are expected to participate in an interactive framework between students and professor. Students are expected to complete the readings and should be well prepared to participate in discussions. Failure to regularly attend class, keep up with the weekly activities, and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

You are expected to login to Canvas at least two times per week to ensure you do not miss pertinent postings, messages, or announcements. You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you login to be sure you have read all of them since your last login session.

EXTRA CREDIT, MAKEUP TEST, LATE WORK AND INCOMPLETES

There is **NO extra credit activity available in this class.** Late work and makeup exams will be accepted **only with a documented excuse related to illness or other emergency** provided in accordance with the stated attendance policy. Grades of Incomplete (“I”) are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances approved by the professor.

COMMUNICATING PROFESSIONALLY VIA EMAIL & ONLINE ETIQUETTE

Students are expected to behave and act in a professionally at all times. Therefore, it is expected that students write in a professional manner as well. All emails **are required** to have the following components if they are to be read by the instructor: 1) a clear and specific subject identifying yourself and the reason for the email; 2) within the text of the email address the instructor as “Dear Dr. _____” or “Dear Professor _____”; 3) write a clear message using a professional vocabulary, clearly identifying and explaining the purpose of the email; 4) finish the email in a professional way using “Sincerely” or similar wording; and 5) always write your name and last name below the expression used in # 4.

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other online technologies; however, remember you are adult students and professionals - your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates’ posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

SOCIAL MEDIA POLICY

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students should consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, the university community, and the broader area communities.

To maintain appropriate professional boundaries, social work students should avoid "friending" clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. As a student, you should also maintain professional boundaries with professors, field educators, and other professionals at your field agencies.

INCOMPLETE POLICY

A grade of incomplete will be considered by the instructor to be a privilege, not a right. Therefore, it must be earned and the following criterion met:

The student must initiate the process and be performing satisfactory level work (i.e. an average of "C" or better") on all assignments due to date at the time that the "incomplete" is requested. In addition, evidence of adult responsibility on the student's part will be considered in evaluation of the request.

The student must enter into a written contract with the instructor outlining the work that must be completed and the deadline for completing the work. Following the completion of the semester, it will be the student's responsibility to complete the agreed upon assignments in a timely manner.

If the work is not completed, the “Incomplete” will automatically become an “F” grade as outlined in the contract or by one year from the date of the beginning of the semester in which it is earned or by the end of the grading period prior to graduation, whichever is sooner. It is the student’s responsibility to arrange a time to complete the written contract prior to accruing the incomplete.

POLICY ON USE OF RECORDING DEVICES IN THE CLASSROOM:

The School of Social Work prohibits the use of 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. **There should be no use of cellphones or texting in the classroom, while class is in session. Cell phones should be placed on the off or silent mode as to not disrupt the classroom experience. Use of cellphone devices within the classroom will be viewed as unprofessional behavior.**

PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) 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.

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.*

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.*

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.*

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.*

Integrity: Practice honesty 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 on paper and 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.

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, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.*

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: (body language, empathy, listening)*

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.

ACADEMIC IRREGULARITIES, ACADEMIC POLICIES AND REGULATIONS:

According to FAU policies, the following constitute Academic Irregularities:

1. The use of materials and devices such as notes, books, calculators, etc., while taking an examination, unless specifically authorized by the instructor; or assistance from or to other persons while taking an examination unless specifically authorized by the instructor acts defined as “cheating”.
2. The presentation of words or ideas from any other source as one’s own is an act defined as plagiarism.
3. The unauthorized obtaining, distributing, or receiving of materials which is, or is purported to be an examination, or part of an examination, without the expressed consent of the instructor.
4. Taking an examination for another person or having another person take an examination, and presenting, or having same presented as one’s own exam.
5. Other activities that interfere with the academic mission of the classroom.
6. Submission of the same, 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.

For the Academic Policies and Regulations in the Undergraduate Catalog see <http://www.fau.edu/ug-cat/welcome.htm>. (Consult the Graduate Catalogue). This web site contains information on grading, incomplete grades, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

Required Textbook and Readings

The required readings are from the Kirst-Ashman textbook and from other readings that will either be distributed in class or made available online using Canvas (under "Course Documents"):

Kirst-Ashman, K. K., & Hull, G. H. (2018). *Understanding generalist practice* (8th 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>.

Other course readings will be distributed in class. Also, please visit the **Canvas Web site** for this course at <http://Canvas.fau.edu> for additional information. IMPORTANT: Canvas uses the email addresses assigned to you by FAU – unless you plan to pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Canvas and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Canvas, you can contact the helpdesk at 561.297.3999.

Communicating Professionally Via E-Mail:

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Online Etiquette (Netiquette)

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Bibliography

(using APA Format - <http://www.apastyle.org/faqs.html>)

The following books are recommended (supplementary) readings:

- Adler, R. B., & Proctor, R. F. (2007). *Looking out, looking in. (12th ed.)*. Belmont, CA: [Brooks/Cole](#).
- 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., Galoway, B., & Cournoyer (2005). *Social work processes (7th ed.)*. Belmont, CA: [Brooks/Cole](#).
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- Kadushin, A., & Kadushin, G. (1997). *The social work interview. (4th ed.)*. New York: [Columbia University Press](#).
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- 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](#).
- Sidell, N., & Smiley, D. (2008). *Professional communication skills in social work*. Boston: [Allyn & Bacon](#).
- Tannen, D. (2001). *You just don't understand: Women and men in conversation*. New York: Harper.
- Tannen, D. (Ed.) (1993). *Gender and conversational interaction*. New York: [Oxford University Press](#).
- Turner, F. J. (2011). *Social work treatment: Interlocking theoretical approaches* (5th edition). New York: Oxford University Press.
- 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=xAp9n3yBjyo&feature=related>
- Elderly lady: Bad take. Retrieved from <http://www.youtube.com/watch?v=7lq2xeJeJqQ>
- 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=9V1hld04KrA&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 BF637.15 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]

Support Services and Resources

<i>Office of Information Technology Online Help Desk:</i>	http://helpdesk.fau.edu
<i>FAU Libraries Website:</i>	http://www.fau.edu/library
<i>Center for Learning and Student Success Website:</i>	http://www.fau.edu/class
<i>University Center for Excellence in Writing:</i>	http://www.fau.edu/UCEW
<i>Math Learning Center:</i>	http://www.math.fau.edu/MLC
<i>Office of Undergraduate Research and Inquiry:</i>	http://www.fau.edu/ouri
<i>Office for Students with Disabilities Website:</i>	http://osd.fau.edu/
<i>Office of International Programs and Study-abroad:</i>	www.fau.edu/goabroad
<i>Freshman Academic Advising Services:</i>	http://www.fau.edu/freshmanadvising

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.

STUDENT ACCESSIBILITY SERVICES

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

DISCRIMINATION OR HARASSMENT – 561-297-3004

Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance (<https://www.fau.edu/eic>). The Boca Raton office is located in Administration Building Room 265. FAU’s full Nondiscrimination Policy is posted at <http://www.fau.edu/regulations/chapter5/Reg%205.010%206-2015.pdf>

RELIGIOUS HOLIDAYS

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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 [University Regulation 4.001](#).

COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER

additional information on student rights and responsibilities, please see the FAU Catalog at [Life as a university student](#) can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU

students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

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 BSW policies at <http://cdsi.fau.edu/ssw/current-students/BSW>

*****Other course readings will be distributed in class. Also, please visit the **Canvas Web site** for this course at <http://Canvas.fau.edu> for additional information.

IMPORTANT: Canvas uses the email addresses assigned to you by FAU – unless you plan to pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Canvas and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Canvas, you can contact the **helpdesk at 561-297-3999**.

**SOW 4300 – SOCIAL WORK PRACTICE 1: GENERALIST SOCIAL WORK
PRACTICE WITH INDIVIDUALS – FALL 2018
(TUESDAY) (001 – 11248)
1:00 PM – 3:50 PM (SO 318)**

The following outline and readings may change as the course progresses, given student interests and needs. Students must read the required readings prior to the class when we will be discussing them.

WEEK	DATES	TOPIC	READ / LISTEN / VIEW	ASIGNMENTS DUE
1	August 21	Course overview; requirements; assignments; evaluation criteria; and introductions	Syllabus Course Schedule	
2	August 28	BSW Orientation Overview of social work practice. Introduction to the Generalist Intervention Model. The goals, purposes and uniqueness of generalist social work practice	TEXT: Chapter 1	
3	September 4	The Values Base of Social Work Practice NASW Code of ETHICS Making ethical decisions Self-awareness Professional Boundaries	TEXT: Chapter 11	
4	September 11	Working with individuals Micro Skills; Interviewing Beginning the worker-client relationship Role play and case scenarios	TEXT: Chapter 2	
5	September 18	Working with individuals Micro Skills; Interviewing Beginning the worker-client relationship Role play and case scenarios	TEXT: Chapter 2	
6	September 25	Engagement and Assessment Assessment Creating a genogram & Ecomap DSM-V as diagnostic assessment tool Psychosocial Assessment Assessment tools (i.e. assessing for suicide potential, other instruments)	TEXT: Chapter 5	

7	October 2	Engagement and Assessment Assessment Creating a genogram & Ecomap DSM-V as diagnostic assessment tool Psychosocial Assessment Assessment tools (i.e. assessing for suicide potential, other instruments)	TEXT: Chapter 5	
8	October 9	MIDTERM		MIDTERM
9	October 16	Strengths-based perspective Planning in Generalist Practice Identifying and prioritizing problems Establishing goals and objectives	TEXT: Chapter 6	
10	October 23	Strengths-based perspective Planning in Generalist Practice Identifying and prioritizing problems Establishing goals and objectives	TEXT: Chapter 6	
11	October 30	Implementation applications Evaluation, termination and follow- up in generalist practice	TEXT: Chapter 7 & 8	
12	November 6	Interview Presentations		TREATMENT PLAN ASSIGNMENT DUE INTERVIEW PRESENTATIONS
13	November 13	Interview Presentations		INTERVIEW PRESENTATIONS
14	November 20	Wrap Up and Summary		
15	November 27	Interview Presentations		INTERVIEW PRESENTATIONS

The instructor reserves the right to adjust this syllabus as necessary.

Rev. 5/13/18