I. COURSE DOMAIN AND BOUNDARIES

This course has three primary goals:

1) **Students will gain introductory knowledge and skills needed for social work practice with individuals, families and groups.** Special emphasis will be given to the development of interviewing skills for beginning practitioners that are relevant to work with diverse individuals, families and groups. The roles of race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental disability or illness, age and national origin in social work practice will be highlighted throughout the course.

2) **Students will be familiar with evidence-supported assessment and intervention approaches utilized in social work practice with individuals, families and groups.** The capacity building approach will be discussed with an emphasis on a systems perspective. Students will be introduced to evidence supported approaches including: systems-based, cognitive-behavioral and relationship-based models.

3) **Students will understand how the Evidence Based Practice (EBP) process is utilized in social work practice with individuals, families and groups.** This course will promote EBP as the expected mode of professional practice. This includes the core assumption that ethical practice must be informed by consideration of the best available evidence bearing on any practice situation. Social Work Practice will be taught from an EBP perspective and will focus on the process for utilizing evidence supported interventions in practice with individuals, families and groups. Students will be introduced to the process of EBP, which includes (1) formulating empirically answerable questions in response to practice situations, (2) finding and (3) critiquing the best available evidence relevant to the question and client situation and (4) applying the evidence with consideration of involved persons, professional judgment and social context. Specifically, this course will focus on the initial two steps of the EBP Process: 1) formulating an answerable practice question and 2) finding evidence with which to answer the question.

As core components of this course, the values and ethics that characterize our profession will be explored and applied. In addition, the interactions between people and community, organizational, economic and political environments will be stressed with particular attention given to the importance of social and economic justice.
II. MSW COMPETENCIES ADDRESSED IN THIS COURSE:

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources,
please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV.  WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center
Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. TEXT/REQUIRED READINGS

Required texts (may be purchased at the Campus Bookstore):

  OR


Recommended texts and software (may be purchased at the Campus Bookstore and should be loaded on your laptop computer prior):


Genogram Analytics software. Shelby, MI: Genogram Analytics, LLC. (PC and Mac compatible)

Required and Recommended text books are available in the Brown School library. All other required articles (listed for the specific lecture week) are electronically available on Canvas or on hard copy reserve in the Brown School library. Recommended readings are also on Canvas, in a separate folder.

Recommended software is installed on a limited number of Brown School computers. Please check the software labels on the computer monitors in the computer instruction lab, the Stat Lab and the computer kiosks located in Brown and Goldfarb Halls.
The MindTap Access Code listed as a required text includes an e-book version of the Hepworth text as well as many different resources to facilitate skill practice.

MindTap also includes Video Activities and Helper Studios. The Video Activities (accessible through Canvas under the folder "Videos/Demonstrations") provide sample role-plays and questions to assess understanding. These activities may be considered part of your participation grade. The Helper Studios (accessible through Canvas under the folder "Extra Credit: Practice and Reflection") provide opportunities to upload videos of yourself to demonstrate skill practice. These activities may be completed to earn extra credit. See Assignments and Grading Criteria, Section X below for further details.

VI. ORGANIZATION OF COURSE

The course is organized around four modules: 1) overview of social work practice and the profession, including an emphasis on incorporating the Evidence Based Practice Process into effective assessment and intervention services 2) social work with individuals, 3) social work with families, and 4) social work with groups. The majority of the course focuses on working with diverse populations and skill building exercises relevant to social work practice at a variety of practice levels. There is a heavy emphasis on laboratory sessions with students participating in group projects and role-playing (skill rehearsal) throughout the course.

Laboratory sessions focus on effective skill building utilizing a capacity building model from a systems perspective. The individual module, one session of which is videotaped, includes students participating in one-on-one dyads. Students in this module assume the role of a social worker practicing with an individual seeking social services, and act as a client who is in need of services. In the family module, students serve as social workers intervening with simulated family problems and members of said family. In the group module, students serve as group social workers and act as clients participating in a therapeutic and supportive group intervention targeting a specific issue of concern. Preparation for these exercises is provided through assigned readings, lectures, discussion, modeling, role-playing and group activities.

VII. ROLE OF FACULTY AND STUDENTS

The classroom environment is the mutual responsibility of the faculty and the students.

Faculty:
The instructor will lecture, facilitate class discussions and experiential exercises, model and encourage open discussion, and foster an environment in which students’ values, knowledge and experiences can be explored and their diverse perspectives can be understood, respected and critically examined. The professor will also provide readings, assignment information, and be available for consultation and feedback. The Teaching Assistant will support the professor through providing lectures and assisting with grading assignments in addition to being available to students during lab sessions for feedback and assistance. Assignments will be returned in a timely manner. The professor and teaching assistant both invite students to give feedback and suggestions throughout the course.

Students:
Class attendance and participation are required in this course. Assigned readings should be read before class, and students should be prepared to discuss and apply readings during class. Students are to turn in all assignments on time. Given the experiential emphasis of the course, students should be
prepared to role-play at any time in class. Students are expected to maintain personal and professional boundaries at all times in discussions and role-plays.

**Individual, Family, and Group Lab Sessions:** The lab sessions are designed to help students gain basic interviewing, assessment, and intervention skills that are prerequisites to practice with individuals, families and groups from a systems perspective. **Role-playing, videotaping, and other experiential activities will be an integral part of these sessions.** Student attendance and participation at these sessions is required and an important evaluation criteria. All students are responsible for utilizing portable recording equipment for the taping session and for submitting their session in the required file format. Students will need to provide their own Recordable DVD disks, all other recording and file burning equipment is available through the Brown School.

**VIII. ASSIGNMENTS AND GRADING CRITERIA**

**Grading Criteria:**
Assignments must be turned in at the beginning of class. Late assignments will result in a 10% deduction of points off the assignment score (for each day late) unless prior approval is obtained from the instructor or a compelling situation prevents prior approval. A death in the family is an example of a compelling situation. Additionally, points will be deducted from the final course grade for lack of attendance and participation.

<table>
<thead>
<tr>
<th>Assignment turned in:</th>
<th>Highest possible grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turned in on time (beginning of class)</td>
<td>100</td>
</tr>
<tr>
<td>Before Saturday 5:30 pm (1 day late)</td>
<td>90</td>
</tr>
<tr>
<td>Before Sunday 5:30pm (2 days late)</td>
<td>80</td>
</tr>
<tr>
<td>Before Monday 5:30pm (3 days late)</td>
<td>70</td>
</tr>
<tr>
<td>Before Tuesday 5:30pm (4 days late)</td>
<td>60</td>
</tr>
<tr>
<td>After 4 days</td>
<td>50</td>
</tr>
</tbody>
</table>

Reminder: Attendance and participation in class and ALL lab sessions are required in this course. Lack of attendance and participation will result in a lower cumulative score.

**Grade Scale:** 100-94% A  93-90% A- 89-88% B+  87-84% B  83-80% B-  79-78% C+  77-74% C  73-70% C-  69% and below F

**Grades.** Grades are assigned based on the student’s ability to assimilate and apply class materials. Course grades will be based on the following assignments:
*Please note: detailed Assignment and Scoring Scales will be provided in class for each assignment.*

**Individual, Group and Family Modules:** The lab sessions are designed to help students gain basic interviewing, assessment, and intervention skills that are prerequisites to practice with individuals, groups and families from a systems perspective. Videotapes, role-playing and other experiential activities will be an integral part of these sessions. **Student attendance and participation at these sessions is required and an important evaluation criteria.**

**Individual Module:** Students will be assigned to work with an individual throughout this four week lab. Each student will have the opportunity to apply solution focused assessment and interventions, based on a systems perspective working with an individual.

**Assignment 1:** EBP question and annotated bibliography.
Social workers in practice must be able to understand current research and translate that research into their practice. Students will create a background EBP question related to an issue presented by their simulated clients. This question will form the basis of a literature search to find at least 2 empirical articles which will be summarized in an annotated bibliography with the following information:

- What is the research question?
- What is the study design?
- What is the sample size and is the sample diverse?
- What claims are made? Do the claims appear accurate? How do you know?
- Does the study offer important information that can guide practice/policy questions?

A draft EBP question is due on September 23rd. Students will submit their EBP process worksheets and annotated bibliography. This assignment is worth a total of 5% of your final grade.

**Assignment 2: Critique of videotaped session.**

Students will complete a 20 minute videotaped segment in which they simulate an intervention with their partner. Each student will have an assigned task or activity to complete as the social worker in her or his videotaped role-play. The videotapes will be completed outside of class and must be completed by Oct. 21st. Students will be expected to watch the videotape in which they role-played the social worker, and complete an evaluation form on their work as the social worker. Students will be evaluated on their task performance, their clinical skills, and their self-critique. The project is worth a total of 15% of your final grade.

**Assignment 3: Individual Case File.**

Each week students will complete case notes and other materials that document the work with her or his individual lab partner as well as client process assignments (client feedback forms).

The case notes and other materials will comprise a case file which will consist of:

- Weekly SIRP Notes
- Client feedback forms
- Social History
- Ecomap (using Genograms Analytics software to create)
- Contract
- Skills assessment

The complete case file is worth 10% of your final grade.

**Family Module:** During the family lab, students will form "families" of approximately four students each. Each family group will select a case to role-play during the lab time and will work in their assigned "family group" for four weeks to complete a family assessment, and apply various skills and techniques for working with families. Each student will have the opportunity to role-play the family social worker for one session. During the remaining sessions, students will maintain their designated family role.

**Assignment 4: Genogram**

Students will complete a genogram of three generations of your own family (not the role play family from class) OR for a fictional or historical family (from movies, books, popular culture, etc) using criteria described in the family textbook. Please consider using the genogram analytics technology. If you choose to do this assignment by hand, please make it neat and legible. Our expectation is that your genogram will include MORE information than just dates of birth and death. Please consider including: relationship lines, cause of death, health history, pets, etc. The Genogram is worth 2% of your final grade.

**Assignment 5: Family Assessment Project.**
Family groups will work together to complete an assessment of the family that you are role-playing in class. The project will include an EBP question and annotated bibliography/literature review examining at least 2 empirically supported interventions appropriate for the family as well as a complete family assessment including family structure and functioning, family social history, family strengths and presenting problems, discussion of interventions used during the lab time, and a series of recommendations for community resources available in the St. Louis area that are pertinent to the family. The project must comply with all APA guidelines. All group members will receive the same grade for this project which is 15% of your final grade.

**Assignment 6: Family Case File.**

Students will complete social worker case notes during the week that they role-play the social worker. Students will complete family member notes during the weeks that they are not the social worker. The case notes and other materials will comprise a case file which will consist of:

- Weekly SIRP Notes
- Individual family member feedback forms
- Genogram (using Genogram Analytics software to create)
- Contract
- Closing Statement
- Family Advocacy Plan

The complete case file (all group members will receive the same grade) will be worth 10% of your final grade.

**Assignment 7: Family Process Critique.**

Each student will also individually write a 1 page critique of the process utilized throughout the family module. Include a description of the strengths and limitations, as well as the individual contributions made by each student (specifically for the Family Assessment assignment). Based on the contributions made, each student will be evaluated by their colleagues on a 5 point scale. The scale scores will be averaged for each individual and will account for 2.5 points (50% of the assignment). APA format is not required for this assignment. This paper will be graded individually, not as a group and is worth 5% of your final grade.

**Group Module:** Students will be provided an opportunity to role-play in topic specific therapeutic, educational or focus groups. Students will rotate between role-playing a group facilitator (or co-facilitator) and acting as a client in the group for four sessions as a process of developing knowledge and skills in social work group work practice.

**Assignment 8: Group Dynamics Reflection**

Students will submit an EBP question and annotated bibliography/literature review of at least one empirical article supporting the group treatment modalities observed or discussed in interviews. The EBP question, annotated bibliography and content from one of the options listed below should be included in a paper that should comply with APA guidelines. This assignment is worth a total of 13% of your course grade.

1. **Group Observation:** Students will make arrangements to observe a group offered in the community. Types of groups appropriate for this assignment include: task groups, self-help groups, and psychosocial support or educational groups. *Therapy/treatment groups and macro level groups (focus groups, board meetings, etc) are not appropriate for this assignment.* Additional details about group selection will be provided by the instructor. The chosen group should not be one where the student is an active member either as a leader or participant. Students will summarize their observation; addressing group dynamics, leadership style, and diversity as well as compare their observations to the literature reviewed in the annotated bibliographies.
2. **Group Facilitator Interview:** Students will interview a group facilitator in the community who is currently, or has recently (within the past 3 months) led an education, psycho-education, support, therapy, or clinical group. The group facilitator should not have facilitated a group where the student is an active member. Students will summarize the facilitator’s responses to a number of questions related to group dynamics, leadership style and diversity.

**Assignment 9: Group Facilitation Plan**

Students will turn in a written plan for their group facilitation, including times, activities, and rationales for each activity. The rationales for the activities should be directly related to the group stage being practiced and should refer to the text directly. After facilitating the group, the student will write a summary of the group including what went well (what skills did you use? How did the group react?), what could have been better (what skills do you wish you used? What activities may have worked better?), and what you would do differently if you had the chance to facilitate this group again. Each student must turn in your own plan, even though you will coordinate the agenda/activities with your co-facilitator. 10% and due the week after you facilitate the group. If you facilitate the group on December 16, please have your outlines turned in by December 18th (so that we can get grades in on time).

**Class attendance, participation and professionalism:** Students are expected to come to class prepared to participate professionally in discussions based on the readings, role plays and other course materials. 15% of your final grade will be determined by appropriate class participation (i.e. sharing a genogram, appropriate behavior exhibited during role plays, completed ALR certificate etc.) Your presence or absence will affect the learning environment for you and your fellow classmates. *Therefore, each absence from class will result in a minimum of 1 point deduction in participation grade,* considerations will be made for professional or personal emergency situations on a case-by-case basis.

**EXTRA CREDIT OPPORTUNITIES** (you may receive up to 3 total extra credit percentage points, added to your participation grade, from any combination of the options below).

1. Attend **Search Strategies for Database Searching** and/or **Medline via PubMed** and/or **Evidence Based Resources** and/or **Green Get It Button Tips and Tricks** workshops offered periodically through the Brown School library. You may attend these sessions as many times as you want, throughout the semester (but can only receive a total of 3 percentage points). You must print the e-mail from the library and have the session trainer sign it. You can receive **.5 percent extra credit** for each workshop that you provide proof of attendance for but please note, not all of the library workshops qualify, please check with the course instructor if you are unsure.

2. Complete up to MindTap Helper Studio Video for Chapter 5, 6, 7, 8, 9, 12, 13, 17 or 19 for **.5 percent extra credit**. Please do not complete the video until the week we read the chapter in the course. Please let Madeleine or Katie know once you have completed the Helper Studio video. One Helper Studio video per week (with a total of 6 accepted unless you complete a library class).

**Grade Summary**

<table>
<thead>
<tr>
<th>Grade Summary</th>
<th>Due Date Summary</th>
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<tbody>
<tr>
<td>Individual EBP annotated bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>Individual Videotape and Critique</td>
<td>15%</td>
</tr>
<tr>
<td>Individual Case File</td>
<td>10%</td>
</tr>
<tr>
<td>Genogram</td>
<td>2%</td>
</tr>
<tr>
<td>Family Assessment Project</td>
<td>15%</td>
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<tr>
<td>---------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Family Case File</td>
<td>10%</td>
</tr>
<tr>
<td>Family Process Critique</td>
<td>5%</td>
</tr>
<tr>
<td>Group Dynamics Paper</td>
<td>13%</td>
</tr>
<tr>
<td>Group Facilitation Plan</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation and professionalism</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
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**IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Videotape and Critique</td>
<td>C1</td>
<td>Skills, Cognitive Processes</td>
</tr>
<tr>
<td>Genogram</td>
<td>C6</td>
<td>Skills</td>
</tr>
<tr>
<td>Client advocacy plan (within case files)</td>
<td>C3</td>
<td>Skills</td>
</tr>
<tr>
<td>Individual EBP Annotated Bibliography</td>
<td>C4</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Individual Case File</td>
<td>C6, C7, C8, C9</td>
<td>Skills</td>
</tr>
<tr>
<td>Family Assessment Paper</td>
<td>C4, C7</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Family Case File</td>
<td>C6, C7, C8, C9</td>
<td>Skills</td>
</tr>
<tr>
<td>Group Dynamics Paper</td>
<td>C1, C2, C6, C7, C8, C9</td>
<td>Skills, Cognitive Processes, Knowledge</td>
</tr>
<tr>
<td>Group Facilitation Plan</td>
<td>C1, C6, C8</td>
<td>Skills, Cognitive Processes</td>
</tr>
</tbody>
</table>

**Course Activities**

<table>
<thead>
<tr>
<th>Ethics case studies</th>
<th>C1</th>
<th>Values, Cognitive Processes, Affective Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class skills rehearsals (labs): stages of helping</td>
<td>C6, C7, C8, C9</td>
<td></td>
</tr>
<tr>
<td>Financial Capabilities and Asset Building (FCAB) economic justice - micro example module</td>
<td>C3, C7</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Ask, Listen, Refer (ALR) online training and in class practice</td>
<td>C7</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>

10
X. COURSE OUTLINE: WEEKLY SCHEDULE

SOCIAL WORK PROFESSION AND EVIDENCE BASED PRACTICE MODULE

Class meeting 1: August 26
Topic: Following an overview of the course, an introduction to Social Work practice with individuals, families and groups will be provided.

Topic: An introductory discussion of values and ethics.

No Readings

NO CLASS MEETING SEPTEMBER 2

Class meeting 2: September 9
Topic: Values and ethics of Social Work practice with individuals, families and groups will be examined, along with a variety of models for ethical decision-making. An emphasis will be placed on resolving ethical dilemmas involving disempowered populations. Real-life practice scenarios will be used to facilitate skill development in ethical decision-making.

Readings:

Text:

Canvas:
4. NASW Code of Ethics. Download from NASW website

Recommended:

Class meeting 3: September 16
3 individual characters due
Topic: Evidence Based Practice. Emphasis will be placed on valuing evidence-based practice over other forms of practice. This class will provide an overview of the EBP process and introduce the initial two steps of
the Evidence Based Practice Process (formulating an answerable practice question, finding evidence with which to answer the question).

Readings:

**Canvas:**


**Recommended:**


**INDIVIDUAL PRACTICE MODULE**

**Class meeting 4: September 23**

**Draft EBP questions due**

**Engaging individual clients.**

**Topic:** Students will be introduced to a stage-based approach to the helping process and will begin to learn basic interviewing skills to facilitate engagement with individuals. Emphasis will be placed on the importance of empathy, authenticity, attending and cultural competency. Documentation of client contact will also be discussed.

Instructors will discuss and demonstrate use of Motivational Interviewing as an evidence supported approach to address client ambivalence towards change.

**Readings:**

**Text:**

Class meeting 5: September 30

**Individual EBP annotated bibliography due in class.**

**Online ALR training must be completed prior to this class (bring certificate of completion or upload on Canvas)**

**Assessing individual clients.**

**Topic:** Students will begin the exploration of multi-dimensional assessment with individuals from a diversity of backgrounds, with attention paid to the importance of social justice. A variety of assessment techniques such as ecomaps will be presented and practiced in class. In addition, professional use of self will be discussed.

In addition, this class will feature the applied practice component of a suicide prevention gatekeeper training: **Ask Listen Refer.** **ALR is a statewide online suicide prevention training program created for campuses throughout Missouri.**

**Readings:**

**Text:**


**Canvas:**


**Recommended:**


**Class meeting 6: October 7**

*Reminder: videotaped session must occur during this week.*

**Contracting with individual clients, lecture on interventions with individual clients.**

**Topic:** This class will focus on identifying and operationalizing treatment, concentrating on the contract as a mechanism for achieving treatment goals. Elements to be considered include identifying goals at appropriate systems level, defining realistic treatment goals, incorporating evidence in informed treatment plan development, and identifying the client’s optimal capacity for change. MI change plans will be discussed and connected to formal treatment plan components.

**Topic:** Students will be exposed to a variety of intervention options and will be given the opportunity to select and implement appropriate change strategies within their assigned dyads based on their previous assessment and treatment goals. Particular attention will be paid to developing skills in crisis intervention and client advocacy. The Micro FCAB (Financial Capability and Asset Building) module will be discussed as an example of client advocacy

**Readings:**

**Text:**


**Canvas:**


**NO CLASS MEETING OCTOBER 14**

**Class meeting 7: October 21**

*Videotaped session must be completed prior to class.*

**Terminating with individual clients.**

**Topic:** Students will develop knowledge and skills necessary to effectively evaluate and terminate professional social work services. This will include objectively evaluating treatment outcomes compared to treatment goals, assessing ongoing and potential future service needs, providing referrals as appropriate and obtaining client feedback about services received. The importance of professional self-evaluation and the need for ongoing professional development and training will also be discussed.

**Readings:**

**Text:**


**Canvas:**


**Recommended:**


**FAMILY PRACTICE MODULE**

**Class meeting 8: October 28**

*Video and Video Critique Assignment due in class.*

**Assessing and Engaging with Families.**

**Topic:** Students will be introduced to the concept of family social work with particular attention to types of family social work, family systems theories and diversity in family composition. Students will be exposed to appropriate family level advocacy activities. In addition, students will learn and practice basic interviewing skills to facilitate engagement with families. Students will demonstrate ability to utilize the Evidence Based Practice Process to identify answerable practice questions in their work with families.
Readings:

Text:

Canvas:

Recommended:

Class meeting 9: November 4
Individual Case File due; Genograms due

Assessing and Contracting with Families.
Topic: Students will begin the exploration of assessment with families from a diversity of backgrounds with an emphasis on family capacities rather than deficits. The importance of gender and culturally sensitive social work practice with families will be highlighted. In addition, a variety of assessment techniques will be presented and practiced in class. Genogram construction will be modeled, using Genograms Analytics software.

This class will focus on identifying and operationalizing treatment with families, concentrating on the contract as a mechanism for achieving family identified treatment goals. Elements to be considered include identifying family goals, identifying the family’s optimal capacity for change, defining objective and measurable treatment goals, and incorporating evidence in informed treatment plan development.

Instructors will discuss and demonstrate application of Motivational Interviewing with families.

Instructors will discuss and demonstrate working with interpreters.

Readings:

Text:

Canvas:
2. Culturagram Podcast (available for download in Canvas)  


Recommended:


**Class meeting 10: November 11**  
**Begin group dynamics assignment!**  
**Intervening with Families.**  
Topic: Students will be exposed to a variety of evidence supported intervention options and will be given the opportunity to select and implement appropriate change strategies within their assigned families based on their previous assessment and treatment goals. Particular attention will be paid to developing skills to promote behavioral change. In addition, use of self in work with families will be discussed.

Readings:  
**Text:**  

**Canvas:**  

Recommended:  

**Class meeting 11: November 18**  
**Terminating with Families.**  
Topic: Students will develop knowledge and skills necessary to effectively evaluate and terminate professional social work services with families. This will include objectively evaluating treatment outcomes compared to treatment goals, assessing ongoing and potential future service needs, providing referrals as appropriate, and obtaining client feedback about services received. The
importance of professional self-evaluation and the need for ongoing professional development and training will also be discussed.

Readings:

**Text:**


**GROUP PRACTICE MODULE**

Class meeting 12: November 25

*Family Assessment and Family Case Files are due in class and Family Process Critique are due Sunday, December 1*

**Initial / Formation Stage of Groups**

**Topic:** An overview of group work will be presented, which will include the scope of social work practice with groups, major group work practice methods, theoretical bases of group work and group dynamics. Students will be provided an opportunity to formulate topic specific groups in which they will rotate between being a group facilitator and group client for four sessions as a process of developing knowledge and skills in social work group work practice. Emphasis will be placed on the beginning stage of group work-formulating and assessing groups.

Students will demonstrate understanding of the importance of evidence-based group work practice, including the ability to identify answerable practice questions and search the literature for evidence to answer the questions.

Readings:

**Text:**


**Canvas:**


Class meeting 13: December 2

**Transition Stage of Groups**

**Topic:** Students will learn about stages of group development and the group leader’s role in the intervention process, including recognition of effective use of self. The importance of issues of diversity, oppression and power dynamics to group work practice will be emphasized. A guest speaker will share knowledge and skills for effective group work practice.
Readings:


Recommended: HARD COPY RESERVE NOT AVAILABLE ELECTRONICALLY


Class meeting 14: December 9
Working Stage of Groups
Group Dynamics Assignment Due in Class

Topic: Students will continue to develop knowledge and skills related to group work practice. Emphasis will be placed on working stages of group development, including effectively utilizing conflict within the group process.

Instructors will discuss and demonstrate application of Motivational Interviewing with groups.
Instructors will discuss social work licensure and licensure processes.

Readings:

Canvas:


Recommended:


Class meeting 15: December 16
Ending Stage of Groups
Topic: Students will develop knowledge and skills necessary to effectively evaluate and terminate group work. This will include objectively evaluating treatment outcomes compared to treatment goals, assessing ongoing and potential future service needs, providing referrals as appropriate and obtaining client feedback about services received.

This class will also be used for evaluation and termination of course. Students will be provided the opportunity to discuss the learning activities experienced over the course of the semester. Opportunities for verbal feedback of the strengths and areas for improvement of the course will also be provided. Written course evaluations must be completed by the student independently via the University’s online evaluation system. Final evaluations must be submitted by Dec. 19th to be considered for your participation grade.

Readings:

Canvas:
