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) locating and 3) assessing the best available evidence relevant to the question and client situation, 4) integrating the evidence with consideration of involved persons, professional judgment and social context, and 5) reviewing the outcomes and process. Specifically, this course will focus on the initial two steps of the EBP Process:
1) formulating an answerable practice question, and 2) locating 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

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage with individuals, families, groups, organizations, and communities | C6 |
| Assess individuals, families, groups, organizations, and communities | C7 |
| Intervene with individuals, families, groups, organizations, and communities | C8 |
| Evaluate individuals, families, groups, organizations, and communities | C9 |

III. COMMON PEDAGOGICAL ELEMENTS

Pedagogical elements common to all sections of this course include:

1. Across each three-hour course session, instructors are expected to vary the instruction methods. Possible multi-media pedagogies include instructor demonstrations, group work, exercises, lectures, discussion, videos, and guest speakers.
2. Students will utilize role plays and mock interview sessions to learn introductory practice skills with individuals, families, and groups. At least one of these sessions will be videotaped for self and instructor critique.
3. Instructors will teach and reinforce application of the EBP process as it relates to practice with individuals, families, and groups through sharing their professional practice experiences, encouraging students to seek evidence supported answers to practice questions, and evaluating students’ skills in this area.
4. Various assignments will be utilized to allow students to learn and implement steps 1 and 2 of the evidence-based practice process to formulate answerable questions regarding practice with individuals, families, and groups and locate evidence to answer those questions.
5. Instructors will demonstrate appropriate utilization of evidence supported assessment and intervention models, including Motivational Interviewing (MI) as an effective engagement strategy with clients.
6. Through formal and informal interactions with students, instructors will model structures of supervision and consultation to introduce students to the ways in which supervision and colleague consultation can improve effectiveness with client interactions and strengthen documentation skills.
7. Students will demonstrate self-awareness of and improve compliance with professional Social Work ethics as demonstrated through the honesty and integrity of their written assignments, class conduct, role plays, and other class exercises.

IV. 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 and engaging in 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.

**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/](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.

V. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and 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, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrath 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.

VI. READINGS

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

   OR
**Recommended Software** (this software should be loaded on your laptop computer prior to the first day of class).

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

*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.

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.

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.

**VII. 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 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 a simulated individual seeking social services, and act as a client who is in need of services. In the family module, students assume the role of social workers practicing with a simulated family seeking social services and act as members of said family. In the group module, students assume the role of group social worker facilitators participating in a simulated psychoeducational/supportive group intervention targeting a specific issue of concern and act as clients for the same group. Preparation for these exercises is provided through assigned readings, lectures, discussion, modeling, role-playing, and group activities.
VII. ROLE OF FACULTY AND STUDENT

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

Faculty:
The professor 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 via Canvas or Box.

USE OF CANVAS: Students are encouraged to review Canvas on a regular basis and utilize the technology appropriately to enhance their learning experience.

- FOR ASSIGNMENT QUESTIONS: A discussion board forum has been set up on the course Canvas page. This is the place to post questions about assignments. Students are encouraged to subscribe to this forum to receive notifications about new posts and replies. Please review this discussion board before sending a personal e-mail to the instructor. All posted questions will receive a response from the instructor within 24 hours during the week but the discussion board is not always reviewed on the weekends, please plan accordingly.

- FOR POWERPOINT LECTURES AND OTHER COURSE CONTENT: The instructor will utilize the course materials section of Canvas to post PowerPoint slides from class lectures, additional readings, handouts and links to useful websites and other relevant resources. There is also a discussion board forum specifically for ongoing thoughts, ideas and questions about readings and other course content (beyond assignments).
IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
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<td>Skills, Cognitive Processes</td>
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<td>Client Advocacy Plan (within case files)</td>
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<td>Skills</td>
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<td>Individual EBP Annotated Bibliography</td>
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<td>Individual Case File</td>
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<td>Skills</td>
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<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 Process Notes</td>
<td>C6, C7, C8, C9</td>
<td>Skills</td>
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<tr>
<td>Group Dynamics Paper</td>
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<td>Knowledge</td>
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<tr>
<th>Course Activities</th>
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<tbody>
<tr>
<td>Ethics case studies</td>
<td>C1</td>
<td>Values, Cognitive &amp; Affective Processes</td>
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<tr>
<td>In-class skills rehearsals (labs): stages of helping</td>
<td>C6, C7, C8, C9</td>
<td>Skills</td>
</tr>
<tr>
<td>Canvas posts on professional use of self and self-disclosure</td>
<td>C1</td>
<td>Values, Cognitive Processes, Affective Processes</td>
</tr>
<tr>
<td>Canvas posts on cultural awareness and competence</td>
<td>C2</td>
<td>Values, Cognitive Processes</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</td>
<td>C7</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>

X. ASSIGNMENTS AND GRADING CRITERIA

Grading Criteria:
Assignments must be turned in via the online assignment portal in Canvas by 9:00 a.m. on the due date. If and only if the due date is on a non-class day, specific submission instructions will be given. Late assignments will result in a 10% deduction of points off the assignment score (for each day late) and PRE-APPROVED late submissions will only be accepted up to 1 week late, unless there are extenuating circumstances. A death in the family is an example of an extenuating circumstance.

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.

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 and on Canvas for each assignment.

**Individual, Group, and Family Modules: (each worth 30% of course grade).** 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.*

**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 in her/his work with an individual.

**Assignment 1 - EBP question and annotated bibliography:** Students will create a background or effectiveness EBP question related to the issues 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. Students will submit their EBP process worksheets together with their annotated bibliography. This assignment is worth a total of 5% of your course grade and is due in class on September 25, 2019.

**Assignment 2 - Critique of videotaped session:** Students will complete two 20-minute videotaped segments in which they simulate an intervention with their dyad partner. Each student will role-play the social worker in one segment and the client in the other segment. 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 between Oct. 2nd and Oct. 9th.* 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 course grade and is due in class on October 16, 2019.

**Assignment 3 - 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 complete case file which is worth a total of 10% of your course grade and is due on October 23, 2019.

**Family Module:** During the family lab, students will form "families" of four or five 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 - Family Assessment Paper:** Family groups will work together to complete an assessment of the family that you are role-playing in class. The 18-20 page paper will include 2 EBP questions (background and effectiveness) and an annotated bibliography examining at least 4 empirical studies appropriate for work with 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 paper must comply with all APA guidelines, title and reference pages do not count towards page total, nor does the EBP Process worksheet. All group members will receive the same grade for this paper which has a total of 20% of your course grade and is due in class on November 13, 2019.

**Assignment 5 - 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 complete case file (all group members will receive the same grade) which will be worth a total of 5% of your course grade and is due in class on November 13, 2019.

**Assignment 6 - Family Process Paper:** Each student will individually write a 2-page critique of the process utilized by their family group to complete the Family Assessment and Case File assignments. Include a description of the strengths and limitations, as well as the individual contributions made by each student (not on their roles in the simulated family sessions). 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 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 course grade. It is due via electronic submission on Canvas by November 20, 2019.

**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 7 - Group Dynamics Paper:** Students can select from 2 options for this assignment. Students will submit an EBP question and annotated bibliography/literature review of at least two empirical articles 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 an 8-page paper that should comply with APA guidelines. Title and reference pages do not count toward page total. This assignment is worth a total of 20% of your course grade and is due in class on December 4, 2019. Please note: students must gain instructor approval for their option before October 30, 2019 (or before beginning their observation or interviews, whichever date comes first).

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 8 - Group Process Notes**: Students will formulate group planning and process notes based on their in-class group simulations. APA format is not required for this assignment. The process notes will be worth a total of 10% of your course grade and are due via electronic submission on Canvas by December 11, 2019.

**Class attendance and professionalism**: 10% of your final grade will be determined by your attendance and appropriate professional behaviors observed during class. *Unprofessional behaviors (including but not limited to arriving late, leaving early, falling asleep, inappropriate use of technology and social media during class, expressing intolerance for differing viewpoints) will result in a minimum of 5-point deduction in participation grade.*

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 10-point deduction in participation grade;* considerations for professional or personal emergency situations are at the instructor’s discretion on a case-by-case basis.

Students are expected to come to class prepared to participate in discussions based on the readings, role plays, and other course materials (i.e. sharing a personal genogram, initiating a discussion based on a quote from the readings, sharing an answer to a workbook question, appropriate behavior exhibited during role plays, etc.).

Participation beyond class sessions is also a requirement for this course. Completing and submitting the ALR online training completion certificate prior to class #5 is worth 10 points of your participation grade.

Completing the course evaluations online at the middle and end of the semester will also be factored into your participation grade. Final evaluations must be submitted by December 11, 2019 to be considered for your participation grade.

**EXTRA CREDIT OPPORTUNITIES** (you may receive up to 20 total extra credit points, added to your participation grade, from any combination of the options below).

1. Complete the MindTap “Helper Studio” practice activities to increase your comfort with direct social work helping techniques. These are loaded into Canvas in a folder called “Extra Credit Practice and Reflection.” Each practice reflection activity is worth **2.5 points of extra credit**. Activities which require a video upload are worth **5 points of extra credit**.

2. 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. You must print the e-mail from the library and have the session trainer sign it. Then, submit it with your next assignment. You can receive 2.5 points of 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.

3. Attend and reflect on relevant workshops or training sessions to increase your learning about direct social work practice in different settings and with diverse populations. Several are offered through the Brown School (Professional Development department, student group educational series, etc.), some webinars/podcasts may be posted on Canvas or you may seek approval for an off-site workshop. You can receive 5 points of extra credit when instructor is provided with proof of your attendance at each workshop AND when you have posted a brief but thoughtful discussion board thread connecting the training session to your learning. Documentation and posts can be submitted on an ongoing basis until the last day of class.

4. To support the development and implementation of self-care skills for professional social workers, you will be invited to create a Wellness Action Plan (W.A.P.) and track your implementation of the actions you include. You can receive 5 points of extra credit for completing this. Additional details about this opportunity will be provided in class. You can submit this until the last day of class.

Grade Summary:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Individual EBP annotated bibliography</td>
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<td>Individual Videotape and Critique</td>
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<td>Individual Case File</td>
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<td>10/23/19</td>
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<tr>
<td>Family Assessment Paper</td>
<td>20%</td>
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<tr>
<td>Family Case File</td>
<td>5%</td>
<td>11/13/19</td>
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<tr>
<td>Family Process Critique</td>
<td>5%</td>
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<td>Group Dynamics Paper</td>
<td>20%</td>
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<tr>
<td>Group Process Notes</td>
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<tr>
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Course Grade Scale:

| Grade | 100-94 | A | 93-90 | A- | 89-88 | B+ | 87-84 | B | 83-80 | B- | 79-78 | C+ | 77-75 | C | 73-70 | C- | below 70 | F |
|-------|--------|---|-------|----|-------|----|-------|---|-------|----|-------|---|-------|---|---------|--|---------|---|-------------|---|
XI. COURSE OUTLINE

SOCIAL WORK PROFESSION AND EVIDENCE BASED PRACTICE MODULE

Class meeting 1 (8/28/19):
Topic: Following an overview of the course, an introduction to Social Work practice with individuals, families and groups will be provided. Through viewing and discussing the “Faces of Change” video, students will learn about some of the roles played by social workers and explore their motivation and interest in becoming social workers.

Required Reading:
N/A

Class meeting 2 (9/4/19):
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.

Required Reading:
6. 

Recommended Reading:

Class meeting 3 (9/11/19):
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, and locating evidence with which to answer the question).

Required Reading:

Recommended Reading:


**INDIVIDUAL PRACTICE MODULE**

**Class meeting 4 (9/18/19):**

**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.

**Required Reading:**

2. Boissy, A.  
   https://ssir.org/articles/entry/howandwhy_to_listen_until_someone_feels_heard
Recommended Reading:


Class meeting 5 (9/25/19):
Individual EBP annotated bibliography due by 9:00 a.m.
Online ALR training must be completed prior to this class (bring certificate of completion).
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. Professional use of self will also 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.

Required Reading:


Recommended Reading:


Class meeting 6 (10/2/19):
Reminder: videotaped session must occur prior to 10/9/19.
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.

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.

Required Reading:


Recommended Reading:


Class meeting 7 (10/9/19):

Videotaped session must be completed by 9:00 a.m.

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.

Required Reading:

FAMILY PRACTICE MODULE

Class meeting 8 (10/16/19):
Videotape and Critique Assignment due by 9:00 a.m.
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.

Required Reading:

Recommended Reading:

Class meeting 9 (10/23/19):
Individual Case File due by 9:00 a.m.
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 also 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.

Required Reading:

Recommended Reading:

Class meeting 10 (10/30/19):
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.

Required Reading:

Recommended Reading:

Class meeting 11 (11/6/19):
Begin group dynamics assignment! Remember: Instructor approval for group dynamics assignment (observation site/facilitator interviews) must be obtained before you begin.

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.

Required Reading:

GROUP PRACTICE MODULE

Class meeting 12 (11/13/19):
Family Assessment Assignment and Family Case File are both due by 9:00 a.m.
Reminder: Group dynamics assignment should be in process by now!

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.

Required Reading:

Recommended Reading:

Class meeting 13 (11/20/19):

Family Process Assignment is due by 9:00 a.m.

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.

Required Reading:

2. IASWG. (2006). Standards for social work practice with groups (2nd ed.)

Recommended Reading (Note: Lewis & Gutierrez and Schiller readings are available via hard copy reserve in the library):


Class meeting 14 (12/4/19):

Group Dynamics Assignment due at 9:00 a.m.

Working Stage of Groups

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 application of Motivational Interviewing with groups.

Required Reading:


Class meeting 15 (12/11/19):

Group Process Assignment due by 9:00 a.m.

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 12/11/19 to be considered for your participation grade.

Required Reading:


Recommended Reading: