Direct Service Practice
SWDS 305-01 (3 Credit Hours)

Distance Learning Course - Spring 2015

Instructor: Elizabeth M. Bertera, Ph.D., LCSW-C, BCD, Associate Professor,
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Office: 338
Office Hours: Mon 4:00 a.m.-5:00 p.m., F2F, and Thursdays 12:00-2:00 p.m.
(virtual office hours/Chat Room)

Course Days: Online
Course Time: TBA -Online
Course Location: Online Rm 116

Course Overview

Course Description

Direct Services Practice (Methods II) is the first course in a sequentially planned curriculum developed as a specialization in social work practice with, and on behalf of, individuals, families and small groups. It builds upon, deepens understanding of, and facilitates integration of values and ethics, knowledge, skills and practice principles introduced in Social Work Practice and Processes.

This course must be taken with Field Instruction II. Field integration allows students to apply knowledge and skills to enhance competencies in the areas identified in the syllabus. For example, students are required to complete a minimum of three process recordings per semester to reinforce interview skills, professional use of self, and self-awareness. Students are required to conduct a case presentation in the field that reinforces communication skills and demonstrates critical thinking.

This course is designed to increase understanding of, and skill development in, all phases of the assessment process with a special focus on using theories learned in the Human Behavior and the Social Environment I in conjunction with the strengths based approach within the context of problem-solving process. A psychosocial will address various life components including theoretical underpinnings derived from ego psychology and the ecological systems perspective. Assessment within this context is crucial because it forms a direct link with intervention that guides the selection of appropriate helping strategies.

Our frame of reference is guided by our commitment to the Black perspective and its relevance for African Americans and other oppressed groups including women and other people of color.

Prerequisites

The prerequisites for this course are Social Work Practice and Processes, Field Instruction I and Human Behavior and the Social Environment I. Direct Services Practice interfaces appropriately with content from other related courses, such as human behavior, field instruction, social policy and research.
The co-requisite for this course is Field Instruction II.

**COURSE OBJECTIVES**

The Direct Service Practice course (SWDS 305-02) will:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>1</td>
<td>To apply and assess interviewing skills, with a focus on strong communication, interpersonal and critical thinking skills.</td>
</tr>
<tr>
<td>2</td>
<td>To critically analyze and apply social work values and ethics, with a focus on resolving ethical dilemmas.</td>
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<td>3</td>
<td>To critically evaluate and apply self-awareness and professional use of self.</td>
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<td>4</td>
<td>To critically evaluate and apply strengths based and ecological approaches, considering the problem solving process, to assessment with individuals, families, and small groups.</td>
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<td>5</td>
<td>To identify and analyze empirically based knowledge and technological advances in the field of social work</td>
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<td>6</td>
<td>To critically evaluate diversity within and across oppressed populations with a focus on people of African ancestry.</td>
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<tr>
<td>7</td>
<td>To critically evaluate practice effectiveness.</td>
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<td>8</td>
<td>To critically examine goal setting and contracting techniques, particularly as it relates to the intervention phase.</td>
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<td>9</td>
<td>To critically examine the referral and termination processes in direct service practice.</td>
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<tr>
<td>10</td>
<td>To critically examine risk and protective factors in the assessment process with a focus on opportunities for advocacy in direct service practice and the promotion of social and economic justice.</td>
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</table>

**INSTRUCTIONAL METHODS**

The format of the course will consist of **online instruction**. Experiential exercises, case vignettes, videos, and role plays will also be used to facilitate the students’ learning. These exercises may include the use of videotapes, and role-play. Cases from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of
material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required readings and its application to theory and practice during the Chat Room sessions. Your involvement in this class is considered essential to your growth as a practitioner. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and ideas.

Student Learning Outcomes

Student learning for this course relates to one or more of the following ten social work core competencies:

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SWDS 305-01</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Professional Identity</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>2 Ethical Practice</td>
<td>*</td>
<td>2</td>
</tr>
<tr>
<td>3 Critical Thinking</td>
<td></td>
<td>10,7</td>
</tr>
<tr>
<td>4 Diversity in Practice</td>
<td>*</td>
<td>6</td>
</tr>
<tr>
<td>5 Human Rights &amp; Justice</td>
<td>*</td>
<td>10</td>
</tr>
<tr>
<td>6 Research Based Practice</td>
<td>*</td>
<td>5 &amp; 7</td>
</tr>
<tr>
<td>7 Human Behavior</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>8 Policy Practice</td>
<td></td>
<td></td>
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<tr>
<td>9 Practice Contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Engage, Assess, Intervene, Evaluate</td>
<td>*</td>
<td>1 &amp; 4</td>
</tr>
</tbody>
</table>

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

<table>
<thead>
<tr>
<th>Competencies/ Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Practice—Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice: • Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. • Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</td>
<td>1. Recognize and manage personal values in a way that allows professional values to guide practice. 2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics. 3. Tolerate ambiguity in resolving ethical conflicts. 4. Apply of ethical reasoning to arrive at principled decisions.</td>
<td>Class Participation during Discussion Forum</td>
</tr>
<tr>
<td>Competencies/ Knowledge, Values, Skills</td>
<td>Student Learning Outcomes</td>
<td>Method of Assessment</td>
</tr>
<tr>
<td>-----------------------------------------</td>
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</table>
| **Diversity in Practice**—Engage diversity and difference in practice. Social workers competent in Diversity in Practice:  
  - Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.  
  - Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.  
  - Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. | 5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.  
6. Recognize and communicate understanding of the importance of difference in shaping life experiences.  
7. Partner with diverse multicultural client populations, viewing themselves as learners and the clients as informants and “experts” | Written Paper  
Class presentations (Assignment 2, 3, & 5)  
Written Paper (Assignment 1) |
| **Research Based Practice**—Engage in research-informed practice and practice-informed research. Social workers competent in Research Based Practice:  
  - Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.  
  - Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. | 8. Use practice experience to inform scientific inquiry.  
9. Use research evidence to inform practice. | Written Paper  
(Assignment 2 & 3)  
Written Paper (Assignment 3 & 5) |
<table>
<thead>
<tr>
<th>Competencies/Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
</tr>
</thead>
</table>
| **Engage, Assess, Intervene, Evaluate**—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.  
- Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals  
- Using research and technological advances  
- Evaluating program outcomes and practice effectiveness  
- Developing, analyzing, advocating, and providing leadership for policies and services  
- **Promoting social and economic justice** | 10. Engagement: Substantively and affectively prepare for action with individuals. Use empathy and other interpersonal interviewing skills. Develop a mutually agreed upon focus of work and desired outcomes.  
13. Evaluation: Critically analyze, monitor, and evaluate interventions. | Written Paper (Assignment 2)  
Written Paper (Assignment 3)  
Written Paper (Assignment 5)  
Written Paper (Assignment 6)  
Final  
Final |
## Course Assignments, Due Dates & Grading

<table>
<thead>
<tr>
<th>Safe Assign Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Engagement Phase: Examination of Self and Other</strong></td>
<td>January 15</td>
<td>5%</td>
</tr>
<tr>
<td><strong>2) Family Culture Paper/Diversity Exercise</strong></td>
<td>February 5</td>
<td>10%</td>
</tr>
<tr>
<td><strong>3) Multidimensional Assessment</strong></td>
<td>February 19</td>
<td>2%</td>
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<tr>
<td><strong>MIDTERM EXAM ONLINE</strong></td>
<td>March 26</td>
<td>33%</td>
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<tr>
<td><strong>4) Organizational Analysis Paper - Safe Assign</strong></td>
<td>April 2</td>
<td>3%</td>
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<tr>
<td><strong>5) Social Justice and Advocacy Paper-Safe Assign</strong></td>
<td>April 16</td>
<td>1%</td>
</tr>
<tr>
<td><strong>6) Ending Phase Paper Safe Assign</strong></td>
<td>April 20/23</td>
<td>2%</td>
</tr>
<tr>
<td><strong>7) Final: Case Study Safe Assign submission</strong></td>
<td>April 23</td>
<td>34%</td>
</tr>
<tr>
<td><strong>8) Discussion Board-Guided by Instructor</strong></td>
<td>Ongoing</td>
<td>5%</td>
</tr>
<tr>
<td><strong>9) Online quizzes</strong></td>
<td></td>
<td>5%</td>
</tr>
</tbody>
</table>

Each of the major assignments is described below.

**Assignment 1 Engagement Phase: Examination of Self and Others (Submit as Safe Assign)**(Total points = 100)

This assignment will focus on examining similarities and differences in engagement strategies with clients. Each student will write a **two-page paper** by first conducting a self-examination of how he or she would prefer to be engaged in a professional social work relationship as a client, determining what personal and cultural values, beliefs and preferences are held. This will then be contrasted by selecting a hypothetical “client” who will differ in diversity profile from the student (e.g., racial, ethnic, gender, sexual orientation or other characteristics) A similar analysis of the engagement phase with this hypothetical client will be conducted, focusing on cultural values, beliefs, and behaviors that are described in the literature as related to the chosen diversity profile. Concepts must be supported by the professional literature.

*This assignment relates to student learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, and 10.*

**Assignment 2 Family Culture (Submit as Safe Assign)**

**Diversity Exercise: My Groups (Total points =100) Example:**
The purpose of this exercise is to help students become more aware of the groups with which they identify and how they are affected by stereotypes. Begin with a drawing (see example above) of a diagram that has one circle in the middle and four circles surrounding it. Follow these steps:

1. Write your name in the middle circle.
2. In the surrounding circles, list the groups with which you identify. (Examples: woman, man, African American, Mexican, Asian, Irish, young, surfer, blond, redhead, business major, introvert, extravert, thinking, feeling, thin, overweight, motivated student, basketball player, athlete, Christian, Democrat, Republican)
3. Tell of a time you felt especially proud to be a member of this group.
4. Share a time it felt particularly painful to be a member of this group.
5. Which stereotype have you heard about one of your groups, but it fails to describe you?

This assignment relates to student learning outcomes 5, 6, 7

Assignment 3 Biopsychosocial Assessment - Submit as Safe Assign (Total points = 100)

This assignment involves developing a biopsychosocial assessment with a client from field practice. A detailed biopsychosocial assessment framework will be presented in class and will be available online. The student will present significant information (the facts) about the client and then formulate a professional explanation of the client and his/her circumstances based upon the student’s theoretical understanding. This is to include a diagnostic impression and the development of an intervention strategy.

This assignment relates to student learning outcomes 5, 6, 7, 8, 9, 11, 12, and 13.

Assignment 4 Organizational Analysis Paper (Total Points=100)

Students will write a one-page paper by conducting a comprehensive assessment of their social service agency using a cultural, ecological, transactional framework and identify current technologies that focus on the organization’s needs, strengths, capacities, assets and resources in relation to its broader environment. Particular attention will be given to diversity, social and economic justice, and ethical issues and concerns.
This assignment relates to student learning outcomes 5, 9, 12, and 13.

Assignment 5 Social Justice and Advocacy - Submit as Safe Assign (Total point=100)

Write a one page paper on a social justice or advocacy issue you are passionate about

This assignment relates to student learning outcomes 12

Assignment 6- Ending Phase  (Total Points =100)

For each client statement below, indicate what your verbatim response would be, then indentify the rationale for your response. What feelings and motivations do you detect behind the client's statement? What are you trying to accomplish by your response? How would the context of the case make a difference (characteristics of the client, type of termination, etc). How does your knowledge of termination reactions come into play in your response?

Client #1: Let's just end now. I don't need to come back for a final session next week.

Social Worker response:

Rationale for response:

Client #2: You never really cared about me anyway. This is just a job for you so it's no problem to move on to the next client.

Social Worker response:

Rationale for response:

Client #3: All you people running this program are so stupid. I just told you I was doing better, but I wasn't.

Social Worker response:

Rationale for response:

Client#4 (family): Why do we have to end?

Assignment 7 Final

Submit as Safe Assign - (Total points = 100) Go to the IR SSW Library and retrieve under Course Reserve the case from the Washington Post, Family Matters Part I and Part II. It is a long case, so I would advise you to begin reading the case, don’t wait until the last day of class to do so. Submit as Safe Assign assignment #7. It counts for 34% of your final grade.

Final Paper --A case study selected by professor.

1. Based upon your knowledge of human development and assessment, complete the following:
A. Using ego psychology, Black perspective and the strengths perspective as well as your knowledge of assessment explain how you may approach the problems being experienced by the client. (15 points)
B. Age, gender and race/ethnic/culture are factors that can enhance or impede mastering developmental and life tasks. Speculate about the role that you think these variables play for the client. (10 points)

2. Using the information available, identify and explain the following:
   A. Identify appropriate ego functions demonstrated by all members of the client. Discuss how these functions are adaptive or maladaptive. (15 points)
   B. Identify defense mechanisms employed by the client. Discuss how these defense mechanisms impact their lives. (20 points)
   C. Diagram a genogram or ecomap and culturegram of this client. Using the accepted symbols, indicate the relationship between family members. Explain how you would use this data in assessment and intervention activities. (20 points)
   D. Based on your current knowledge of the client, what would you suspect for projected ego functioning. (10 points)

3. End with an evaluation of your practice using Logic Modeling. (10 points)

No less than 12 pages for this assignment, excluding diagrams and references on APA style, Sixth Edition. Submit as Safe Assign.

Discussion Board (5% of Course Grade). This is a Guided Discussion Forum, wait for an announcement from the instructor on Blackboard to launch your postings.

Distance Education Philosophy

Online instruction has the same course objectives as in class instruction. However, because the student is engaged in asynchronous learning, there are more activities to ensure student engagement. Discussion board and other Blackboard driven assignments are used to ensure that student is engaged in similar fashion to an in-class experience. Thus there are added activities to gauge the student participation in the learning process. Unlike the classroom environment where the professor can visually observe the learning and attendance of student, the distance learning professor must include content that ensures the engagement of the student in the learning process. For many students, the distance learning experience is more work intensive because the in classroom experience allows both active and passive participation. The online experience requires the demonstration of active engagement on a weekly basis.

Emails and Updates: Students will receive communication via email generated through Blackboard. Thus, students should update their personal information within Blackboard the first day of the course. If you have not received emails within the first week of class, please email the professor for assistance. Announcements will be posted periodically. A chat room will be available for the professor to observe "virtual office" hours during a specific slot of time to answer questions from students TBA.
Class grades will be based on the following:

Grading Criteria:

A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=<60%

Papers will be judged on clarity of writing, clear organization of ideas, ability to incorporate class readings and lectures, demonstration of additional research, and analysis of content. All assignments should be written using the APA Manual, unless otherwise specified. All assignments are due at the beginning of the class on the due date; late assignments will incur a 5 points deduction for every week the material is submitted late. Final grade determinations are in accordance with the Student Manual. Incomplete grades are given only in extenuating circumstances (see HUSSW handbook p. 24).

Evaluation of Student Performance

Management and Completion of Assignments: Standards of presentation will be strictly enforced to foster the development of good academic and professional habits. All papers and written work are to be done on a computer. Papers must be presented professionally and academically sound, through use of the APA Style Manual. In addition to presentation and content, assignments must be submitted on time.

See link on Blackboard for APA Tutorial
http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Should you need assistance in developing stronger writing skills, you can contact the Howard University Program for Academic Support Services (PASS) at 806-6971. The program is located in Room 315, Graduate School of Arts and Sciences Building (Annex III). It is critical that you secure strong writing skills. Two texts that can assist you in this area are as follows:


Grammar


Style


Usage


Mutual Aid: The exchange of telephone numbers with at least two cohorts is strongly recommended for keeping up with assignments if you do have to miss a class (absence is not an acceptable excuse for not knowing or accomplishing tasks). Students must receive permission from class members and the Professor in order to tape class sessions.

**REQUIRED TEXTS**


**RECOMMENDED**

The following text may be helpful to students in a general way while in the MSW program. It is not specifically related to this class, and is not a required text.


- *Selected articles and book chapters are also available on electronic reserve.*

**COURSE REQUIREMENTS**

**Academic Integrity**

Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and
learning responsibilities. Such regard allows no place for academic dishonesty. The Howard University Student Handbook specifically defines and addresses the academic infractions such as academic cheating and plagiarism and the associated penalties. *(Howard University Student H Book, 2012-13, pp. 117-119)*. [http://www.howard.edu/students/hbook/H-Book.pdf](http://www.howard.edu/students/hbook/H-Book.pdf). It should also be noted that university approved software is used to detect academic infractions. Thus students should be diligent in the proper documentation of all class materials.

**Disabled Student Services**

Howard University is committed to providing access and reasonable accommodations to persons with documented disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and in accordance with other pertinent federal, state, and local disability and antidiscrimination law. The University, through its Disability Assistance Program (DAP), in the Office of Student Services will coordinate support services to assist students with disabilities to maximize their educational potential through awareness of available services. Students, who need accommodations relative to their disabilities, and assistance in their program of study, must officially notify the Office of the Dean of Student Services (ODSS) at the time of initial enrollment or at any time during their enrollment at Howard University. It is strongly encouraged that students with disabilities contact the ODSS at beginning of the academic year to ensure that appropriate services can be established. **Students are not required to self disclose their disability; however to receive accommodations from the University, they must properly inform the Office of Student Services in accordance with established procedures.** *(Howard University Student H Book, 2012-13, p. 48)*. Additional information is available at **202-238-2420** or the following website: [http://www.howard.edu/specialstudentservices/DisabledStudents.htm](http://www.howard.edu/specialstudentservices/DisabledStudents.htm)

Within the School of Social Work, all students requesting special accommodations should inform and provide appropriate documentation to the course instructor within a reasonable time. Students may also consult with their assigned academic advisor.

**Classroom Learning Environment**

Within the Howard University School of Social Work, a positive learning environment in the classroom is critical to student success. Thus all students are required to conduct themselves in a manner that respects the individual and collective members of the class. Specifically, students are to report to classes on time. Late arrivals are distracting to the class and negatively impact the learning environment. Additionally, the use of technology unrelated to the specific lectures or classroom assignments is not allowed. Audio and video recording is not permitted in the classroom. While electronic devices are allowed for note taking, other uses of electronic devices must be approved by the instructor.
Course Schedule—Detailed Description

Class #1: Unit 1: Engagement Phase - In Class Face to Face
Overview of Social Work Practice, Values, and Ethics
Orientation to the Online course - Complete Quiz #1

Date: Thurs 1/15/15

Topics

- Review course syllabus
- Social Worker Roles
- Review Interviewing skills
- The Value and Ethical Base of Social Work
- Examine and engage in application of values clarification and self awareness
- Examine the process of resolving ethical dilemmas
- Explore the use of technology and ethical responsibilities
- Introduction to Evidence-Based Practice

This session relates to course objectives 1—5.

Required Readings

Hepworth et al. (2012). Chapter 1 - Direct practice: Domain, philosophy, roles, 25-35 and
Chapter 4: Operationalizing the cardinal social work values, 57-85.


Treatment and Crisis Intervention, 4(2), 111-121.

Boyd-Franklin: Ch. 9


Landau, R. (1999). Professional socialization, ethical judgment and decision making orientation

Linzer, N. (1999). Resolving ethical dilemmas in social work practice. Boston, MA: Allyn and
Bacon. Ch. 6

NASW Code of Ethics – Retrieve from Internet www.nasw.org

Supplementary Readings:

Reid, W.J.(2002) Knowledge for direct social work practice : An analysis of Trends, Social
Service Review, Vol. 76 Issue 1, p6, 28p


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**Monday, January 19, 2015** we celebrate Martin L. King's holiday
Go to the course's Blackboard and complete assignment to celebrate this day Tab is clearly marked: Martin L. King

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**Class #2 : Interviewing Techniques and Interpersonal Skills-Online**

**Quiz #2 and Safe Assignment #1**

**Date:** 1/22/15

**Topics**

- The Initial Phase: Building the Relationship
- Engagement, Empathy and Exploration
- Evidence-Based Practice Aspects of Relationship
- Examine the elements of the engagement phase
- Examine interpersonal skills and how it impacts assessment
- Explore and apply critical thinking skills to the assessment phase
- Examine disciplined and creative use of self
- Explore the nature of the client-worker relationship

This session relates to course objectives 3, 4 and 5.

**Required Readings**


**Supplementary Readings:**


Topics
- Definition of Assessment
- The Helping Process
- Examine the strengths-based perspective and the ecological framework in the assessment phase
- Explore the problem solving model in assessment
- Explore assessment from a multidimensional perspective
- Examine and use tools of assessment, with a focus on the eco-map
- Examine risk and protective factors particularly related to the assessment phase
- Examine spirituality in social work practice, including issues of loss and grief
- Explore the use of empirical based practice and evidence in assessment
- Examine the Howard University School of Social Work Guide for Case Assessment

Please retrieve the Howard University School of Social Work Guide for Case Assessment off the electronic reserve in preparation for this class session.

This session relates to course objectives 4 and 5.

Required Readings


**Supplementary Readings:**


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**Class #4: Cultural Competence and Diversity/Multicultural Social Work – Online Complete Safe Assign #2**

**Date:** 2/5/15

**Topics**

- Multicultural Social Work
- Lesbian, Gay, Bisexual, and Transgender Populations (LGBT)
- Immigrant Populations
- Examine diversity within and between oppressed groups
- Explore and define cultural competence
- Discuss the implications of cultural competence in the assessment phase

This session relates to course objectives 1 and 2.

**Required Readings**

Hepworth et al 2012: *Ch. 8, pgs 190-191* (Culturally Competent Assessment), *Chapter 11*, (Cultural Considerations in Forming and Assessing Groups, pags. 320-326)


Wagner, WM, Listening to our stillness: giving voice to our spirituality (Spirituality & Clinical Practice, Critical Social Work, 6 (2), 2005.


http://www.asian-nation.org/health.shtml


NASW Cultural Competence Standards – Retrieve from Internet.www.nasw.org


**Supplementary Readings:**


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**Required Readings**

Hepworth et al 2012: *Chapter 10*, (Assessing Family Functioning in Diverse Family and Cultural Context, pags. 251-294)
Topics

- DSM-IV: An Assessment tool
- Cultural Issues in Assessment
- Spiritual Issues
- Assessment of Child Abuse
- Assessment of Children and Older Adults
- Overview of Psychopharmacology

This session relates to course objectives 1, 2, 4, and 5.

Required Readings

Hepworth et al 2012.  Chapter 8, Chapter 8 (189-190, 209), Chapter 9 (218-229)


Supplementary Readings


Topics

- Assessment of Substance Abuse
- Assessment of Domestic Violence
- Evidence Based Assessment and Intervention
- Assessment of Depression and Suicidal Risk
- Intervention Planning
- Goals and Contracting

This session relates to course objectives 3, 4, and 5.
Required Readings

Hepworth et al. (2012). Chapter 9 (218-226, Substance Abuse), Suicidal Risk with children (230) Suicidal Risk with older adults, (231),

Hepworth et al. (2012). Chapter 9, Chapter 12: Sections on goals (pp 327-364), and Contracts (364-375).


Recommended Readings


Class #8: Evidence Based Practice and Logic Modeling -Online Date: 3/5/15
Complete Quiz #5

Topics

■ Logic Modeling

Required Readings:

Martin & Martin: Chs. 3& 4


Supplementary Readings:


Class #9: Ego Functions and Assessment - Midterm Review In Class- Face to Face (Redesigned for Online)  
Date: 3/12/15-

**Topics**

- Engage in the application of Ego Psychology
- Understand and apply the Ego and Its Functions
- Understand and apply the Ego and Its Defenses
- Explore the use of Ego Mastery, Adaptation and Coping
- Examine how to conduct Ego Oriented Assessment and Interventions
- Ego oriented interventions

This session relates to course objectives 4 and 5.

**Required Readings**


Recommended Readings

SPRING BREAK -
SATURDAY, MARCH 14TH - SUNDAY, MARCH 22TH

Class #10-Midterm Exam Online

Date: Available 3/26/15

Class #11- Assessment with Family Systems, Assessment with Small Groups -Online

Date: 4/2/15

Topics

- Examine assessment within family systems, with a focus on understanding familial roles
- Explore the different types of family community styles and structures
- Examine assessment within small groups, with a focus on understanding group roles
- Explore the different types of groups and methods of establishing groups

This session relates to course objectives 4 and 5.

Required Readings

Hepworth et al: Chs. 10, 11, 13, 15 & 16

Boyd-Franklin: Ch. 3, 4


**Supplementary Readings:**


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**Class #12-Implementing Interventions: Models of Practice -Online**

**Complete Quiz #6**

**Topics**
- Crisis Intervention Model
- Behavioral Techniques
- Case management

This session relates to course objectives 4 and 5.

**Required Readings**


Davis et al. (2008). Chapter 17: Assertiveness training, 249-278


**Supplementary Readings**


Chapter 5: Professional intervention: Steps in the model, 80-95.

Chapter 6: Treatment methods, strategies, and techniques, 96-117.
Topics

- Cognitive Behavioral Interventions
- Cognitive Restructuring
- Behavioral Techniques

This session relates to course objectives 4 and 5.

Required Readings


Davis et al. (2008). Chapter 17: Assertiveness training, 249-278


Supplementary Readings:


Class # 13 - Unit 3: Social Justice and Advocacy

Topics

- Examine the social and economic justice implications of direct service practice
- Examine methods for direct service practitioners to engage in social justice and advocacy

This session relates to course objectives 4 and 5.

Required Readings

Required Readings:


**Supplementary Readings:**


| Class #14-Intervention and Ending Phase Online | Date: |
| Practice Evaluation                         | 4/20/15- |
| Complete Safe Assign assignment #6 (Due 4/20/15) | 4/23/15- |

**Topics**

**Goal Setting, Contracting, and the Ending Process**
- Examine goal setting and contracting techniques
- Examine barriers to goal setting and contracting
- Examine the ending phase, including components of and barriers to the termination process
- Examine the referral process and methods of providing referrals
- Examine methods of evaluating your practice
- Examine evaluation as an ongoing process

This session relates to course objectives 4 and 5.
Required Readings
Hepworth et al: Ch. 12, 19
Martin & Martin: Ch. 11


Supplementary Readings:

<p>| Last Day of Class: Wrap Up Online | Final paper is due | Submit as Safe | Assign Online | Complete Course Evaluations Online | Date: 4/23/15 |</p>
<table>
<thead>
<tr>
<th>CLASS #</th>
<th>UNIT</th>
<th>CONTENT</th>
<th>ASSIGNMENT</th>
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</thead>
<tbody>
<tr>
<td>1-11/5</td>
<td>I-Social Work: A Profession 11/5/15</td>
<td>Introduction/Overview Orientation to Blackboard</td>
<td>First Day of class. Chapters 1-4</td>
</tr>
<tr>
<td>2-1/22/15</td>
<td>Martin Luther King, Jr.</td>
<td>Take time to reflect on Dr. King's teaching</td>
<td>View video on MLK-Go to Web links-launch first guided Discussion Forum</td>
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<tr>
<td>3-1/29/15</td>
<td>Interviewing Techniques</td>
<td>The Initial Phase, Engagement, and Exploration</td>
<td>Chapter 5,6,7, 17 and all readings per syllabus On Reserve Safe Assign assignment #1 - Engagement Phase</td>
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<tr>
<td>4-2/5/15</td>
<td>Multidimensional Assessment</td>
<td>Defining Assessment</td>
<td>Chapters 1,2,3,8 and 9. All required and supplemental readings per syllabus On Reserve</td>
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<tr>
<td>5-2/19/15</td>
<td>Cultural Competence</td>
<td>Multicultural Social Work</td>
<td>Chapters 8,( pgs. 190-191,) Chapter 11, (pgs. 320-326) All readings per syllabus On Reserve Complete Safe assign, assignment #2 Family Culture Paper/Diversity Exercise-Refer to Syllabus for this assignment</td>
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<tr>
<td>6-2/26/15</td>
<td>DSM-IV -Overview, psychopharmacology</td>
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<td>Chapter 10</td>
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<tr>
<td>7-3/5/15</td>
<td>Assessment</td>
<td>Substance Abuse, Suicidal Risk for children and older adults Intervention planning, goals and contracting</td>
<td>Chapter 9,Suicidal Risk with children (230) Suicidal Risk with older adults, (231), All readings per syllabus</td>
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<tr>
<td>9-3/15</td>
<td>Ego Functions,</td>
<td>Midterm Review</td>
<td>All readings up until this class(including this class)</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>Saturday, March 14th - through Sunday, March 22nd</td>
<td>SPRING BREAK Cabo San Lucas Or Cross Country skiing</td>
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<tr>
<td>Class #10-3/26/15</td>
<td>MIDTERM EXAM Online</td>
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<tr>
<td>Class #11 - 4/2/15</td>
<td>Assessment with Family Systems and Small groups</td>
<td>Chapters 10, 11, 13, 15 &amp; 16 Also required readings and supplemental readings Safe Assign, assignment #4</td>
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<tr>
<td>Class #12 - 4/9/15</td>
<td>Models of Practice Behavioral techniques,</td>
<td>Chapters 13, crisis intervention, 399-408, behavioral techniques, 408-428 and case management 428-437 All other readings per syllabus On Reserve</td>
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<tr>
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<tr>
<td>Class #12 (Continued) 4/9/15 Online</td>
<td>Models of Practice Cognitive Restructuring</td>
<td>All readings per syllabus</td>
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<tr>
<td>Class #13 - 4/16/15</td>
<td>Social Justice and Advocacy Possible Field Trip</td>
<td>All readings per syllabus Safe Assign, assignment #5</td>
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<tr>
<td>Class #14 - 4/23/15</td>
<td>Ending Phase</td>
<td>Ending Phase Safe Assign, assignment #6</td>
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<tr>
<td>4/23/15 Online</td>
<td>Final Paper Due</td>
<td>Submit as Safe Assign, assignment #7.COURSE EVALUATIONS</td>
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