Course Dates, Time, and Location

Fall Semester, 2017: August 28, 2017 to December 15, 2017
TR: 12:30 pm – 1:45 pm
Academic 213

Instructor Contact Information

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Office Hours: MWF 12:00 pm – 1:30 pm; TR 9:00 am-12:00am
Appointments available outside of office hours by request

Course Description

The introduction to social work practice with individuals, couples, families and small groups, including the use of communication skills, supervision, and consultation. Focuses on engagement, assessment and evaluation, planning for service delivery, implementing empirically based interventions, and evaluating outcomes. Prerequisite: SWK 2307, SWK 2317 and Admission into the BSW Degree Program; Prerequisite or Co-requisite: SWK 3307.

Course Introduction

This course is the first in a series of three social work practice courses and lays the foundation for generalist social work practice; each course building on the other in succession. Social Work Practice I uses as a foundation student knowledge of the social work profession and social welfare policy and practice gained in SWK 2307 Introduction to Social Work and SWK 2317 Social Welfare Policy and Practice I. In accordance with the Educational Policy promulgated by the Council on Social Work Education, the purpose of this course is to provide a foundation for generalist social work practice on the micro (individuals, couples, families) and mezzo (small groups) levels.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Generalist social work practice is anchored in and applies social work values, ethics, knowledge, and adheres to the mission of the profession focusing on the strengths, capacities, and resources of client systems in relation to the broader social environment (i.e., human behavior in the social environment content). Generalist social work practice uses a general intervention model (i.e., the helping process), based on the knowledge, skills, and values of the social work profession; and includes client engagement; assessment, planning, intervention, evaluation, termination, and follow-up. Students will learn to base evidenced supported interventions on client strengths, capacities, and resources that are designed to help clients overcome personal challenges and resolve personal deficits based on the helping process. Each of the steps in the general intervention model, and their associated activities and processes, are covered in detail in this course as they apply to individuals, couples, families, and small groups (i.e., direct practice on the micro and mezzo level). These “micro” and “mezzo” level skills are important and form the skill base employed in practice at the “macro” level covered in SWK 3313 Social Work Practice II.

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies, designed to eliminate oppressive structural barriers to ensure social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the

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assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**Required Texts:**

Corcoran, J & Walsh, J. (2009). Mental Health in Social Work: A Casebook on Diagnosis and Strengths Based Assessment (2nd ed.).  


Important Web links:

- Texas State Board of Social Worker Examiners Scope of Practice. *Rules relating to the regulation of social workers.* Retrieved February 7, 2011, from

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Grading Information

Grading Scale:

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 or Below = F

Point Values and Description for Assignments and Examinations:

Professional Performance 10%

This is relevant to attendance and engaging in class activities, including frequency and quality. An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class.

For a three times a week class:
- There is no grade penalty for the first 3 absences (this is not an invite to miss class).
- Any additional absence will result in a loss of 10 points off of your total grade.
- The 7th absence results in a failing grade for the course. Please refer to ASU policy regarding class attendance.
- Being more than 5 minutes late for class will count as an absence.

Assessments/Plans 25%

Students will conduct video recorded assessments based on the following issues: Biopsychosocial, Trauma/Stress Related, Self-Harm/Homicidal Ideation, and Mood Disorder. Students will use the assessment tools provided.

During the interviews, students will pair up in class and use resources at their disposal (cameras, cell phones, tablets, computers, library equipment, etc.) to record their interview/assessment. Students will ask questions related to the topic at hand. Students will then form an opinion at the end of the video and give a summary of rationale for the basis of their opinion. Students will then verbally state what their plan would be if this was a real practice situation based in San Angelo, TX.

Students being interviewed will NOT disclose any of their personal information on the video. They will make up a scenario to give the other student a useable learning experience opportunity.

Students will complete an Emergency Detention (ED) application and an Order of Protective Custody (OPC) application along with a short plan for hospitalization, including identification of the treatment setting, appropriateness of the treatment setting, criteria met for the treatment setting,

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requirements that must be met during that treatment, an overview of the treatment plan during hospitalization, and a short discharge plan to include follow up care.

**Group Mental Health Presentations**  
25%

Students will be placed into small groups and assigned a mental health disorder. You will create a power point presentation with the following components:

1. What Mental Health issue is being discussed
2. The signs and symptoms of the MH disorder (per DSM5)
3. Diagnostic Criteria (per DSM5)
4. Common misdiagnosis issues and if any, dual diagnosis issues
5. What kind of assessment would you conduct with someone who has this disorder
6. Best Practice Interventions for this disorder?
7. What other professionals would be helpful to approach this collaboratively and what would be their role and yours?

Extra credit will be given for demographic information related to the mental health issue (local, state, nationwide). You will also receive extra credit if you use “really cool charts and pictures to increase the presentation value.

An outline w/ references MUST be given to the instructor prior to your presentation.

**Quizzes**  
10%

There will be a minimum of 8 quizzes worth 10% of your grade. Quizzes may be unannounced and take a variety of formats. Quizzes may cover assigned readings, classroom lectures, discussions, group exercises, the NASW code of ethics, The Texas Board of Social Work Examiners (TBSWE) Code of Conduct, the TBSWE Scope of Practice, the NASW Standards for Clinical Social Work Practice, and the NASW Standards for Social Work Practice with Substance Abuse Disorders. I will drop the lowest quiz grade.

**Examinations**  
30%

There will be 3 online examinations for this course. Each of these examinations is worth 10% of your total course grade.

**Testing via Respondus™ Monitor**

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded one.  
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quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education

**NOTE:** All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at:


- All students are expected to follow the National Association of Social Workers Code of Ethics.

- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf

- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.

- Late assignments are not accepted for any reason unless the reason is approved by the course instructor.

- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course

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instructor, the particular student using the device will be asked to leave the class for that day.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: http://www.angelo.edu/services/student_life/disability.html

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### Course Schedule

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong> 8/28-9/1</td>
<td><strong>Course Orientation</strong></td>
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<tr>
<td></td>
<td>Reading: Chapter 1 Diagnosis and the Social Work Profession</td>
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<td>Lecture Topic: DSM Classification System, Mental Status Exam, Limitations</td>
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<td><strong>Week 2</strong> 9/4-9/8</td>
<td><strong>Reading: Chapter 2 Biopsychosocial Risk &amp; Resilience and Strengths Assmt.</strong></td>
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<td>9/4 Labor Day</td>
<td>Lecture Topic: Social Work Values</td>
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<tr>
<td>Holiday</td>
<td><strong>Group Work: Assign Group topics</strong></td>
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<tr>
<td><strong>Week 3</strong> 9/11-9/15</td>
<td><strong>Reading: Chapter 3</strong></td>
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<td>Lecture Topic: Asmt.</td>
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<td><strong>Group Work: Biopsych</strong></td>
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<td><strong>Week 4</strong> 9/18-9/22</td>
<td><strong>Reading: Chapter 4</strong></td>
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<td>Lecture Topic: Autism Spectrum Disorder</td>
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<td><strong>Group Work: Biopsychosocial Due 9/22</strong></td>
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<td><strong>Week 5</strong> 9/25-9/29</td>
<td><strong>Reading: Chapter 5</strong></td>
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<td>Lecture Topic: Neurodevelopmental Disorders</td>
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<td><strong>Exam 1: Chapters 1-4 (9/29)</strong></td>
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<td><strong>Week 6</strong> 10/2-10/6</td>
<td><strong>Reading: Chapter 6</strong></td>
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<td>Lecture Topic: Schizophrenia</td>
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<td><strong>Group Work: Case Study</strong></td>
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<tr>
<td><strong>Week 7</strong> 10/9-10/13</td>
<td><strong>Reading: Chapter 7</strong></td>
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<td>Lecture Topic: Mood Disorders</td>
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<td></td>
<td><strong>Group Work: Case Study</strong></td>
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*Course Schedule Continued on the Next Page*

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
| Week 8 | 10/16-10/20 | Reading: Chapter 8  
Lecture Topic: Mood Disorders/ Anxiety  
Group Work: Mood Disorder Assmt Due 10/20 |
| Week 9 | 10/23-10/27 | Reading: Chapter 9  
Lecture Topic: OCD, Trauma, & Stress  
Group Work: Self-Harm Assmt. Due 10/27 |
| Week 10 | 10/30-11/3 | Reading: Chapter 10  
Lecture Topic: Eating Disorders  
Exam 2 Chapters 5-9 (11/3) |
| Week 11 | 11/6 - 11/10 | Reading: Chapter 11  
Lecture Topic: ODD and Conduct Disorder  
Group Work: Trauma Stress Assmt Due 11/10 |
| Week 12 | 11/13 - 11/17 | Reading: Chapter 12  
Lecture Topic: Substance-Related & Addictive Disorders  
Group Work: ED app & OPC app due 11/17 |
| Week 13 | 11/20-11/24  
11/22-11/24 Thanksgiving Holiday | Reading: Chapter 13  
Lecture Topic: Alzheimer’s Disease |
| Week 14 | 11/27-12/01 | Reading: NASW Code of Ethics  
Lecture Topic: Alzheimer’s/ Borderline PD  
Group Work: Group Presentations |
| Week 15 | 12/4- 12/8 | Dead Week/Evaluations  
Reading: TBSWE  
Scope of Practice  
Lecture Topic: Surviving and Enjoying Social Work  
Group Work: Group Presentations |
| Week 16 | 12/11-12/15 | Exam 3 (Final): Chapter 10-13, TBA |

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