



**Angelo State University  
Department of Social Work  
SWK 6301: Social Work Practice I with Individuals and  
Families**

**Course Dates, Time, and Location**

Fall Semester, 2019: August 26, 2019 to December 13, 2019  
Online

**Instructor Contact Information**

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Office Hours: Monday, Wednesday and Friday 1pm-2pm  
Tuesday and Thursday 8am-12pm  
Also available by appointment via Collaborate or email

- *Please note that emails received after 6 p.m. will be answered the following morning.*

**Course Description**

This foundation level course introduces graduate students to both theory and methods for social work practice with individuals and families. It emphasizes a generalist perspective, beginning interviewing and relationship skills, problem assessment, goal setting, and contracting. Special attention is given to the roles assumed by social workers (negotiator, facilitator, advocate etc.). This course is required of all except advanced standing students.

**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  
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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 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 multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

### **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

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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 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:*

Gasker, J (2018). *Generalist social work practice*. Sage publications.  
ISBN-13: 978-1506379197 / ISBN-10: 1506379192

Hepworth, D., Rooney, R., Rooney, G.D., Strom-Gottfried, K., & Larson, J.A. (2013). *Direct social*

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work practice: Theory and skills (10<sup>th</sup> ed.). Cengage Learning.  
 ISBN-13: 978-1305633803 / ISBN-10: 1305633806

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

Important Web links:

NASW Code of Ethics--<https://www.socialworkers.org/pubs/code/default.asp>

Texas Occupation Code. *Texas occupations code, chapter 505, social work practice act*. Retrieved February 7, 2011, from <http://www.dshs.state.tx.us/socialwork/swlaw.pdf>

Texas State Board of Social Worker Examiners Scope of Practice. *Rules relating to the regulation of social workers*. Retrieved February 7, 2011, from [http://www.dshs.state.tx.us/socialwork/sw\\_rules.pdf](http://www.dshs.state.tx.us/socialwork/sw_rules.pdf)

### 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:***

Discussion Boards	10%
Examinations	30%
Client Assessment Paper	25%
Practice Paper	25%
Collaborate Activities	10%
<b>Total</b>	<b>100%</b>

### **Discussion Boards 10%**

Students will participate in a series of discussion topics pertaining to practice skills, ethics, social work values, working with individuals and families. When responding to these topics, students are required to use multiple sources to support their statements. Students must also respond to at least 3 peers using a peer reviewed journal article.

### **Collaborate Activities 10%**

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Students will participate in at least 8 online collaborate sessions which will provide the opportunity to practice building rapport, develop their professional identities, and engage in assessment of individuals and families through the use of role play, class exercises, case studies, and class discussions.

## **Client Assessment**

**25%**

Students will complete an assessment of an individual of their choosing. This individual should be an actual living person. The individual will be identified by either their initials or by changing their name. Using the comprehensive biopsychosocial assessment, students will gather information to be used in the paper. The assessment does not have a specific length, but is typically 5-7 pages. Students are expected to complete the assessment fully and in a professional manner. This includes narrative paragraph form (no bullet points), complete descriptions, and using formal assessment language (no abbreviations). All information in the assessment should be from the client's perspective and should avoid subjective opinions.

Use APA format for the Title Page, Reference Page, and any citations. No abstract is required. Please do not diagnose a client with a disorder as it is beyond your scope of practice at this time. If the client discloses a diagnosis, you may include that in the medical/psychological health section of the assessment. You do need to indicate if/when a section does not apply to your client (e.g., Ms. Scaggs denies any legal issues, such as arrests, jail time or law suits). For examples and further insight, see Hepworth text: pp 243, 244-246, and 247-248.

### **Use the following outline for your assessment:**

1. Identifying Information
2. Reason for Referral/Presenting Problem
  - a. Summary of the presenting problem
  - b. Impact of the presenting problem
3. Client and Family Description and Functioning
4. Relevant History
  - a. Family of Origin History
  - b. Relevant Developmental History
  - c. Family of Creation History
  - d. Educational and Occupational History
  - e. Religious/Spiritual Development
  - f. Social Relationships
  - g. Dating/Marital/Sexual Relationships
  - h. Medical/Psychological Health
  - i. Legal
5. Your Assessment/Impressions of Client
6. Client Summary

**Please see the following below to assist your writing:**

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### **Identifying Information**

The information included in this sections covers the client's age, sex, race, religion, marital status, occupation, etc. The information should be factual and based on the client's statements, collateral contacts, and records.

### **Reason for Referral/Presenting Problem**

This section should include the client's description of the problem or services needed, the duration of the problem, and its consequences for the client. Please include past intervention efforts by agencies or the individual and/or family related to the presenting problem. You should also comment of any of the following areas that have been impacted by the presenting problem: family situation, physical and economic environment, educational/occupational issues, physical health, relevant cultural, racial, religious, sexual orientation and cohort factors, current social/sexual/emotional relationships, and legal issues.

### **Client and Family Description and Functioning**

This section should contain data that you observed. Include pertinent objective information about the clients physical appearance (dress, grooming, striking features), communication styles and abilities or deficits, thought processes (memory, intelligence, clarity of thought, mental status, etc), expressive overt behaviors (mannerisms, speech patterns, etc.), reports from professionals or family (medical, psychological, legal), DSM V diagnosis if disclosed.

### **Relevant History**

This section should discuss past history as it relates to the presenting problem. This section should be as factual as possible, it is the section to present how the specifics of the client's culture, race, religion, or sexual orientation affect resolution of the presenting problem. Include applicable information about each major area listed in the outline or about related areas relevant to your client. You are not limited by the outline.

### **Social Worker's Assessment of the Client**

This section should contain your thoughts and opinions. It is based on initial observations and information gathering efforts. Please keep in mind that you take those observations and information to a higher level. You will integrate your view with understanding of the client's problem or situation, its underlying causes, and/or contributing factors and the prognosis for change. Summarize your understanding of the client's presenting situation. To do this, draw upon what is known about the current and past situation that has led to the presenting problem/situation, the cultural, social, familial, psychological, and economic factors that contribute to creating the problem and/or support solutions to the problem.

As appropriate, comment on factors such as: social emotional functioning, which is the ability to express feelings, form relationships, predominant moods or emotional patterns; psychological factors such as reality testing, impulse control, judgment, insight, memory or recall, coping style and problem solving ability, characteristic defense mechanisms, notable problems, and diagnosis if disclosed; environmental issues and constraints or supports from the family, agency, community that affect the situation and its resolution. What does the environment offer for improved functioning (family, friends, church, school, work, clubs, groups, politics, and leisure time activities); issues related to cultural or other diversity that offer constraints or supports from the family, agency, community that affect the situation and its resolution; strengths and weaknesses in relation to

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needs/demands/constraints in which the client functions such as capacities and skills, ways of communicating, perceptions of him/herself and others, capacity for empathy and affection, affects and moods, control vs. impulsivity, attitudes toward authority, peers, and others, method and ability to solve problems etc.

### **Client Summary**

This section should summarize the most pertinent client information and also provide a brief overview of the presenting problem and client strengths. This section should be brief (1-2 full paragraphs) but still contain enough information to give the reader a sense of the client, the presenting problem, and strengths the client possesses that may help then address any problems that are identified.

### **Practice Paper**

**25%**

This is a scholarly paper in which you compare two social work practice models (see Hepworth text, Chapter 13). Examples include but are not limited to motivational interviewing, narrative therapy, case management, solution-focused therapy, and psychoeducation. Your paper must have a beginning with a clear purpose or rationale, a middle with a solid review of the body of literature, and an end that sums up what you have tried to accomplish and should have some clear implications/recommendations for the field of social work. **At least 5 professional references are required. 2 of these references must be from social work books (can include the textbooks) or journals. This paper should be 6-8 full pages in length, not including the title and reference pages, and should be written in APA style.**

1. Choose 2 practice /intervention models
2. Review the literature (scholarly journals, textbooks, professional literature) that has a focus on theory and evidence to address the efficacy of each practice model. Compare each model.
3. Arrive at a conclusion, including recommendations (i.e. works well with certain populations, has limitations, etc.)

### **Examinations**

**30%**

There will be 3 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 quiz. This process will allow you to become familiar with the technology associated with testing and

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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](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 (6<sup>th</sup> 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:
- [http://www.angelo.edu/forms/pdf/2010-2011\\_Undergraduate\\_Catalog.pdf](http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf)
- 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](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.

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## 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](http://www.angelo.edu/services/student_life/disability.html)

## Course Schedule

Week/Dates	Lecture Topics/Readings/Assignments
Week 1 Aug. 26-30	<b>Review Syllabus</b> <b>Read - Gasker's Generalist Social Work Practice Chapters 1&amp; 2</b> <b>Hepworth et al. Direct Social Work Practice Chapters 1 &amp; 2</b>
Week 2 Sept. 2-6 <b>Sept. 2 is Labor Day</b>	<b>Read - G: Chapter 3 and H: Chapter 3 &amp; 4</b> <b>Week 2 Discussion: Student post due 9/4 by 11:59 p.m. Responses to peers due 9/6 by 11:59 p.m.</b>
Week 3 Sept. 9-13	<b>Read - G: Chapter 4 and H: Chapters 5&amp;6</b> <b>Collaborate: Role Play</b> <b>(Building Rapport and Engagement)</b>
Week 4 Sept. 16-20	<b>Read - G: Chapters 5 and H: Chapter 7</b> <b>Week 4 Discussion: Student post due 9/18 by 11:59 p.m. Responses to peers due 9/20 by 11:59 p.m.</b>
Week 5 Sept. 23-27	<b>Read – G: Chapter 6 and H: Chapters 8&amp;9</b> <b>Exam 1 (G: Chapters 1-5 and H: Chapters 1-7) opens 9/26 at 8am until 9/29 at midnight</b>  <b>Collaborate: Case Study (developing assessment skills)</b>
Week 6 Sept 30- Oct. 4	<b>Read – G: Chapter 7 and H: Chapters 10 &amp; 12</b>  <b>Week 6 Discussion: Student post due 10/2 by 11:59 p.m. Responses to peers due 10/4 by 11:59 p.m.</b>

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Week 7 Oct. 7-11	<b>Read – G: Chapter 8 and H: Chapter 13</b> <b>Assignment: Client Assessment Paper Due on 10/12/19 through Turnitin</b> <b>Group Work Collaborate: Case Study/Discussion/Role Play</b>
Week 8 Oct. 14-18	<b>Read – G: Chapter 9 and H: Chapter 19</b> <b>Week 8 Discussion: Student post due 10/16 by 11:59 p.m. Responses to peers due 10/19 by 11:59 p.m.</b>
Week 9 Oct. 21-25	<b>Read – H: Chapters 14 &amp; 15</b> <b>Group Work Collaborate: Case Study</b>
Week 10 Oct. 28-Nov. 1	<b>Read – G: Chapter 10</b> <b>Exam 2 (covering G: 4-9 and H: 8-10, 12-15, &amp; 19) opens 10/31 at 8am until 11/3 at midnight</b>  <b>Week 10 Discussion: Student post due 10/30 by 11:59 p.m. Responses to peers due 11/1</b>
Week 11 Nov. 4-8	<b>Read – G: Chapter 11</b>  <b>Group Work Collaborate: Class Discussion</b>
Week 12 Nov. 11-15	<b>Read – G: 15</b> <b>Week 12 Discussion: Student post due 11/13 by 11:59 p.m. Responses to peers due 11/15 by 11:59 p.m.</b>
Week 13 Nov. 18-22	<b>Read – H: Chapter 17</b>  <b>Group Work Collaborate: Class Discussion</b> <b>Assignment: Practice Paper Due on 11/22/19 through Turnitin</b>
Week 14 Nov. 25-29	<b>Read – H: Chapter 18</b> <b>November 27-29 Thanksgiving Holiday</b> <b>Week 14 Discussion: Student post due 11/27 by 11:59 p.m. Responses to peers due 11/29 by 11:59 p.m.</b>
Week 15 Dec. 2-6	Review for Final
Week 16 Dec. 9-13	<b>Final Exam: G Chapters 10, 11, 15 and H: Chapters 17&amp;18 (Opens 12/6 @ 5 p.m. and closes 12/10 end of day)</b>

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