Angelo State University
Department of Social Work
SWK 6361: Social Work Advanced Practice I – Multidimensional Assessment

Course Dates, Time, and Location

Fall Semester, 2019: August 26, 2019 to December 13, 2019
Online (Collaborate Sessions will take place periodically)

Instructor Contact Information

Anne M. Scaggs, EdD, MSW, LCSW
Assistant Clinical Professor of Social Work
E-Mail: anne.scaggs@angelo.edu

Office Hours: M-F 12:00 pm - to 2:00 pm and by appointment via Collaborate, Skype, or email

Please note that emails received after 6 p.m. will be reviewed and may be answered the following morning.

Course Description

This course takes an in depth look at advanced practice with individuals, families, and small groups with a focus on assessment and intervention strategies and skills. The course further discusses the engagement, implementation, and planning for service delivery, implementing empirically based interventions, and evaluating outcomes. Prerequisite: SWK 6301 (only for non BSW).

Advanced 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). Advanced 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).

**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 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 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:**


**Important Web links:**


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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Client Assessment Paper</td>
<td>40%</td>
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<tr>
<td>Article Review on Family</td>
<td>40%</td>
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<tr>
<td>Presentation</td>
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Total 100%

Client Assessment Research Paper 40%

Each student will write a research, between 9 and 10 pages in length, including the cover and reference pages, which strictly conforms to the most recent edition of the APA style manual, based on a client system that they are interested in working with in the future. Each student will need to have no less than 5 peer reviewed journals/books that will be used for this paper. Each paper must contain the following elements:

I. Engagement (Research and Define an individual client system that you are interested in)
   A. Discuss how you would engage the client system
   B. Discuss diversity issues faced by your client including mechanisms of oppression and discrimination. How will you negotiate, mediate, and advocate with and on behalf of your client?
   C. Identify personal biases that could impact your interaction with the client and discuss how you will manage those biases.

II. Assessment
   A. Select an assessment instrument/tool to assess your client system
   B. Discuss the rationale behind the assessment instrument/tool selected
C. Provide peer reviewed evidence of the efficacy of the assessment instrument/tool selected

III. Intervention
   A. Discuss how you go about selecting an intervention for your client system
   B. How would you apply the intervention to your client system?
   C. Discuss how the Code of Ethics applies to your intervention with the client and identify relevant laws

IV. Evaluation
   A. How will you analyze, monitor, and evaluate the interventions used?
   B. What methods are appropriate for evaluation of outcomes?
   C. Do you foresee any difficulties for your client or yourself?

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source—you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

Article Reviews on Family Assessment and Intervention 40%

Each student will conduct 5 PRJ Article critique/analysis on family assessment and interventions. The PRJ Articles must be selected from a Social Work Journal. The student will critique/analyze the assessment tools utilized in the articles, the interventions applied to the family system and the evaluation method conducted.

Presentation over EBP Interventions with Individuals or Families 20%

Students will present a PPT presentation describing one of the interventions from the 5 PRJ Articles that he/she critiqued. An outline will be provided.

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:

  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:


• 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.

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

Course Schedule

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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| Week 1 Aug. 26-30 | Review Syllabus  
Please complete the Self-Introduction  
Read Chapter 1 (Shulman)  
Read Chapter 1 (Wedding & Corsini) |
| Week 2 | Read Chapter 2 (Shulman)  
Read Chapter 2 (Wedding & Corsini) |
|--------|---------------------------|
| Sept. 2-6  
Sept. 2 is Labor Day | |
| Week 3 | Read Chapter 3 (Shulman)  
Read Chapter 3 (Wedding & Corsini)  
*Article Review 1 on Family Assessment and Intervention Due 9/13 eod* |
| Sept. 9-13 | |
| Week 4 | Read Chapter 4 (Shulman)  
Read Chapter 4 (Wedding & Corsini) |
| Sept. 16-20 | |
| Week 5 | Read Chapter 5 (Shulman)  
Read Chapter 5 (Wedding & Corsini) |
| Sept. 23-27 | |
| Week 6 | Read Chapter 6 (Shulman)  
Read Chapters 6 & 7 (Wedding & Corsini)  
*Client Assessment Research Paper Due Oct. 4th end of day* |
| Sept 30- Oct. 4 | |
| Week 7 | Read Chapter 7 (Shulman)  
Read Chapter 8 (Wedding & Corsini)  
*Article Review 2 on Family Assessment and Intervention Due 10/11 eod* |
| Oct. 7-11 | |
| Week 8 | Read Chapter 8 (Shulman)  
Read Chapter 9 (Wedding & Corsini) |
| Oct. 14-18 | |
| Week 9 | Read Chapter 9 (Shulman)  
Read Chapter 10 (Wedding & Corsini)  
*Article Review 3 on Family Assessment and Intervention Due 10/25 eod* |
<p>| Oct. 21-25 | |</p>
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<tr>
<th>Week 10</th>
<th>Read Chapter 11 (Wedding &amp; Corsini)</th>
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<td>Oct. 28-Nov. 1</td>
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<th>Week 11</th>
<th>Read Chapter 12 (Wedding &amp; Corsini)</th>
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<td>Nov. 4-8</td>
<td>Article Review 4 on Family Assessment and Intervention Due 11/8 end of day</td>
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<th>Week 12</th>
<th>Read Chapter 13 (Wedding &amp; Corsini)</th>
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<th>Week 13</th>
<th>Read Chapter 14 (Wedding &amp; Corsini)</th>
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<td>Nov. 18-22</td>
<td>Article Review 5 on Family Assessment and Intervention Due 11/22 eod</td>
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<tr>
<th>Week 14</th>
<th>Read Chapter 15 (Wedding &amp; Corsini)</th>
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<td>Nov. 25-29</td>
<td>Thanksgiving Holiday 27th-29th</td>
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<tr>
<th>Week 15</th>
<th>Read Chapter 16 and 17 (Wedding &amp; Corsini)</th>
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<tr>
<td>Dec. 2-6</td>
<td>Presentation over EBP Interventions with Individuals or Families Wednesday 12/4 end of day</td>
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<th>Week 16</th>
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<td>Dec. 9-13</td>
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