A. Description of Course Content

Theories and methodologies of social work assessment, case management, and other generalist intervention at the individual, family, and group levels in diverse settings. This course is required for Social Work Field Instruction and Seminar I (SOCW 4951).

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1, 2, 3, 4, 6, 7, 8 and 9 it mainly focuses on competencies 7, 8 & 9:
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.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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.
Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

C. Required Textbooks and Other Course Materials


- ISBN-10 : 9781305633780


- ISBN-10 : 1305633806

*Because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.*

D. Additional Recommended Textbooks and Other Course Materials

See course modules where applicable

E. Descriptions of Major Assignments and Examinations

- **Weekly Preparation** Addresses EPAS Competencies 1, 2, 3, 4, 6, 7, 8 & 9

  Understanding the content and key concepts is crucial for being able to apply these knowledge and skills in practice. Please come to class prepared.

- **Attendance and Participation (10 points)** There will be 5 unannounced activities worth 2 points each. If students are in attendance and participate they will earn points. Points are not earned if a student is not in attendance and points cannot be made up.

- **Character Strengths Assignment (10 points).** What are your strengths as a person and soon to be social worker? Go to [https://www.viacharacter.org](https://www.viacharacter.org)

  Complete the “Take Free Survey.” Then, take your **top signature strength** and answer the following four(4) questions.

  1. Discuss the important people and/or experiences that have contributed to the development of this strength.
  2. Provide details about how you put this strength into practice every day.
  3. How will this strength support your work as a social work practitioner? (Give specific examples)
  4. How will this strength present challenges in your work as a social work practitioner? (Give specific examples)

You may complete this assignment in either of the following formats:

(1) Submit a paper responding to these questions. No more than 3 pages double-spaced. Follow
APA-format. (Page limit does not include title page or reference page).

(2): Record a video responding to these questions. No more than 6 minutes long.

Addresses competencies 1 and 2.

- Planning: Assessment and Goal Setting - Case Management Presentation (15 points) Addresses EPAS Competencies 1, 2, & 7

  Students will be supplied a case study and will work in groups to conduct a comprehensive assessment with corresponding SMART goals, objectives, and tasks directly related to the presenting problem within the case. Students will create a PowerPoint or visual aid to present in class and will also submit a one to two page (double-spaced) handout with information for the following required areas:

  1. Legal, health, and safety issues.
  2. Relevant strengths and resources (multiple levels).
  3. Relevant risk factors (multiple levels).
  4. Summarize the presenting issue and provide social worker's impressions.
  5. What additional information would you like to gather and from what source(s)?
  6. Two SMART goals
  7. Prioritize one goal and provide 1 objective and 2 specific tasks that align with the goal

  Students will also submit a peer evaluation of their group experience. (5 points)

  Students should utilize the following to completing this assignment:

  - Hepworth text, Chapter 13, pp 410-415.
  - Cournoyer text, Chapter 11, pp 436-438
  - Any supplemental examples provided by the instructor.

- Biopsychosocial Assessment (15 points). Students will complete a biopsychosocial of an individual of their choosing. This individual must be a real person who is willing to participate. Students should make anonymous any identifying information by referring to the participating individual by initials or last name only. The assessment should not exceed 10 double-spaced pages. Students should reference examples presented in class and in the textbooks. The purpose of this assignment is for students to being the process of conceptualizing the initial assessment process in terms of knowing: a) what is required in a biopsychosocial assessment; b) the process of interviewing and gathering information; and c) how to organize assessment information in a way that allows for making recommendations about the intervention. This assignment will also have a reflective component in which students will evaluate how well you were able to engage the client and use interviewing skills. (5 points) Addresses competencies 5, 6 and 9. Additionally, Students will review a peer's paper and provide constructive feedback (5 Points)

- Detailed Intervention Plan (10 points) Addresses EPAS Competencies 4, 7, 8 & 9

  Building on the BPSS you completed, develop a detailed intervention plan (1-2 pages) with 1-2 goals, a change-oriented strategy or intervention that aligns with meeting the goal, rationale for selecting intervention, and a plan for evaluating intervention. This plan needs to be (1) grounded in solid social work assessment; (2) written with SMART goal(s); (3) culturally relevant and considerate of diverse needs.

- Assessment Reflection (5 Points) various assessment activities will be incorporated into the course each week. You will be asked to reflect on these activities and submit your reflections. A rubric will be provided.
Addresses competencies 7,9.

- **EXAM (20 points)** There will be one final comprehensive exam. The exam will be online. There are no make up exams. Please do not miss the opportunity to take the exam. addresses competencies 1,2,3,4,5,6,7,8,9

- **Role-plays (0 points).** On a number of occasions throughout the semester, students will meet in groups of three to practice skills learned in class and in assigned readings. Students will take turns being the social worker, the client, and an observer. Students are expected to participate fully as part of their class participation. The goal of these exercises is to become increasingly comfortable with yourself, to improve your skills and to learn from others. As an observer, you should gain insight into what is NOT said as much as what is said, and to notice when the body language of the role players does not match what they are saying. Addresses competencies 1, 6, 7, 8 and 9.

**F. Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

Due to the format and content of this course, regular and punctual attendance is imperative and expected. Additionally, it is expected for students to be on time and not leave early. Repetitive lateness (e.g., 5 minutes late), as well as leaving class early, may affect your final grade. If it is necessary for you to be late or leave class early, please let the instructor know in advance.

This is a **Tuesday/Thursday hybrid** course that meets every Tuesday face-to-face, and online synchronously on Thursdays. Students are expected to attend both sessions. Students are expected to follow UTA Covid-19 protocols that include wearing a mask and maintaining a safe physical distance when in class in person. Students are also expected to turn their cameras ON when online synchronously for class.

**G. Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>throughout the semester</td>
<td>10</td>
</tr>
<tr>
<td>Character Strengths Assignment</td>
<td>1/31</td>
<td>10</td>
</tr>
<tr>
<td>Planning and goal setting - Case Management Group</td>
<td>3/09</td>
<td>20</td>
</tr>
<tr>
<td>Presentation - 15</td>
<td></td>
<td></td>
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<tr>
<td>Peer evaluation - 5</td>
<td></td>
<td></td>
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<tr>
<td>Biosychosocial Assessment/peer feedback /self reflection</td>
<td>4/20 IN CLASS</td>
<td>25</td>
</tr>
</tbody>
</table>
Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

### H. Make-Up Exams

All written assignments will be due on the date listed on the Course Schedule. If you are more than 5 minutes late for class, the assignment is considered late. An additional five points will be deducted for each calendar day an assignment is late. If there are extenuating circumstances you must contact the instructor PRIOR to the assignment being due to make arrangements.

Any in class assignment missed cannot be made up.

### I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions, Syllabus and Course Overview</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assessment: Exploring and Understanding</td>
<td>C: Ch 10</td>
<td>Character Strengths Due 1/31/2021</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Please submit by 11:59</td>
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<tr>
<td>3</td>
<td>Assessment: Intrapersonal, Interpersonal, and Environmental Factors</td>
<td>C: Ch. 10</td>
<td></td>
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<td></td>
<td></td>
<td>H: Ch 9</td>
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<tr>
<td>4</td>
<td>Assessing Family Functioning in Diverse Family and Cultural Contexts</td>
<td>C: Ch. 10</td>
<td></td>
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<td></td>
<td></td>
<td>H: Ch 10</td>
<td></td>
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<tr>
<td>5</td>
<td>Forming and Assessing Social Work Groups</td>
<td>C: ch. 10</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>H: Ch 11</td>
<td></td>
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<tr>
<td>6</td>
<td>Contracting and Developing Goals Group prep</td>
<td>C: Ch 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>H: Ch 12</td>
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<tr>
<td>7</td>
<td>Group Presentations</td>
<td>IN CLASS</td>
<td>Planning and goal setting - Case</td>
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<td></td>
<td>Management Group presentation</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>3/9/2021</td>
</tr>
<tr>
<td>Week</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
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<tr>
<td>9 week of 3/22</td>
<td>Working and Evaluating; Planning and Implementing</td>
<td>C: Ch 12&lt;br&gt;H Ch: 13</td>
<td></td>
</tr>
<tr>
<td>10 week of 3/29</td>
<td>Developing Resources, Advocacy as Intervention</td>
<td>H: Ch 14</td>
<td></td>
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<tr>
<td>11 week of 4/5</td>
<td>Enhancing Family Functioning</td>
<td>H: Ch 15</td>
<td></td>
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<tr>
<td>12 week of 4/12</td>
<td>Intervening in Social Work Groups</td>
<td>H: Ch 16</td>
<td></td>
</tr>
<tr>
<td>13 week of 4/19</td>
<td>Biospsychosocial Due/Peer feedback</td>
<td></td>
<td>Biopsychosocial /peer review IN CLASS 4/20/2021</td>
</tr>
<tr>
<td>14 week of 4/26</td>
<td>Additive Empathy and Confrontation; Managing Barriers to Change</td>
<td>H: Ch 17, 18</td>
<td></td>
</tr>
<tr>
<td>15 week of 5/3</td>
<td>Ending: Evaluation, Termination course wrap up</td>
<td>C: Ch 13&lt;br&gt;H: Ch 19</td>
<td>Intervention plan due 4/27&lt;br&gt;Assessment reflection due 5/4 @ 11:59&lt;br&gt;Final exam online 5/4</td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352.

The following is a list of commonly used library resources:

- [Library Home Page](#)
- [Library Services](#)
- [Subject Guides](#)
- [Subject Librarians](#)
- [Course Reserves](#)
Library Tutorials
Connecting from Off-Campus
Ask a Librarian

L. Grade Grievances

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

O. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.