THE UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF SOCIAL WORK
Charles Chear, MSW

Social Work Practice 1 (SOWK 3610.001)
Fall 2025

Email: charles.chear@unt.edu
Office: **Chilton Suite 300, Room 397G**
Classroom: **Environmental Building, Room 115**
Class Time: **Tuesday 2:00 p.m. to 4:50 p.m.**
Office Hours: Monday or Tuesday, In-Person or Zoom by Appointment

COURSE DESCRIPTION

Practice 1 examines direct social work practice with individuals. Students will work on developing beginning skills to apply the generalist practice model. In this course you will learn the problem-solving process, the foundation of social work practice for work with individuals during the engagement, assessment, planning, intervention, evaluation, termination, and follow-up phases. Conceptual practice frameworks will be presented as relevant to generalist practice and consistent with social work values and ethics. The primary focus will be on the ecological and strengths perspectives, emphasizing the empowerment of client systems, particularly those groups traditionally marginalized and oppressed. We will also examine the ethics and values of practice, as well as concepts and dynamics involved in professional social work relationships.

Students will learn practice content that encompasses knowledge and skills to work with individuals. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; planning for the achievement of client goals for service delivery, and evaluating outcomes of practice effectiveness. Students will be expected to demonstrate communication skills, engagement, professionalism, assessment, and using interventions among others.

COMPETENCIES & OBJECTIVES

The Council on Social Work Education approved the Educational Policy and Accreditation Standards (EPAS) for accredited programs in 2022. This course will emphasize the competencies as indicated below.

Core Competency	Course Objectives Students will:	Assessment
Demonstrate Ethical and Professional Behavior (CC #1)	Demonstrate professional behavior; appearance; and oral, written, and electronic communication	Communities in Schools of North Texas Service Learning & Reflection Paper Mock Client Video and Process Recording Assignment Assessment Assignment Intervention Group Project
Engage with Individuals, Families, Groups, Organizations, and Communities (CC#6)	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	Communities in Schools of North Texas Service Learning & Reflection Paper Mock Video and Process Recording Assignment
Assess Individuals, Families, Groups, Organizations, and Communities (CC# 7)	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	Mock Video and Process Recording Assignment Assessment Assignment
Assess Individuals, Families, Groups, Organizations, and Communities (CC# 7)	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	Mock Video and Process Recording Assignment Assessment Assignment Contracting and Planning Assignment
Intervene with Individuals, Families, Groups, Organizations, and Communities (CC #8)	Engage with clients and constituencies to critically choose and implement culturally responsive,	Contracting and Planning Assignment

	evidence-informed interventions to achieve client and constituency goals	Intervention Group Project
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	Mock Video and Process Recording Assignment Communities in Schools of North Texas Service Learning & Reflection Paper Evaluation Case Analysis

REQUIRED TEXTBOOK & ADDITIONAL READINGS

Sheafor, B. & Horejesi, C. (2015). *Techniques and Guidelines for Social Work Practice (10th Ed.).* Upper Saddle River, NJ: Pearson.

<mark>This text is available reserve in the UNT library. Additional readings or course materials will be in Canvas.</mark>

Class Engagement Through Attendance, Reading, and Participation

This course has much content to cover in a short amount of time. Therefore, this class requires your active engagement! It is your responsibility to come to class prepared. This looks like:

- **You've read**
- **You have questions or thoughts prepared for discussion**
- **You contribute to class discussions AND practice active listening when others are talking**
- **You are only using phones or laptops for the purpose of learning**

You will receive participation points based on your active engagement (not just attendance). If you are concerned about speaking in front of the class, please reach out to discuss.

Reading Discussions: Because of the large amount of content, it is imperative that you read before class. We will alternate between reading quizzes, small group discussions, and other review activities throughout the semester.

This course covers a great deal of content and will only meet 15 times during the semester. Keeping in mind the demands of this course, the following attendance policy is enforced**:**

After **two absences**, 50 points will be deducted from the total points earned for each additional absence thereafter for the final class grade. Furthermore, arriving late and/or leaving early may also negatively impact your grade. Roll will usually be taken at the beginning of each class. **If you come in late, you must send me an email making me aware of your reason for tardiness and the time you arrived.** If you are more than fifteen minutes late, or leave more than fifteen minutes early, you will be counted as absent for the day. Two tardies equal one absence. Regular attendance is expected, as is punctuality. _Perpetual tardiness is not professional._ University sanctioned excused absences may be requested with satisfactory evidence provided (i.e. military service, religious holy day, university function).

As any professional social worker should do in the workplace, if you know you are going to miss a class or are going to be significantly tardy, you should contact your instructor via e-mail in advance to alert her of your situation. In advance means before the class period starts, not during or after the class is over. Using a classmate to tell the instructor you will not be in class is not appropriate or sufficient.

ACADEMIC INTEGRITY

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, UNT promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Academic dishonesty includes cheating, plagiarism, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor's discretion upon determination that academic dishonesty has occurred. Admonitions and educational assignments are not appealable.

1. _Admonition_. The student may be issued a verbal or written warning.
2. _Assignment of Educational Coursework_. The student may be required to perform additional coursework not required of other students in the specific course.
3. _Partial or no credit for an assignment or assessment_. The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. _Course Failure_. The instructor may assign a failing grade for the course.

Should the procedure for appeal of a case of academic dishonesty extend beyond the date when the instructor submits course grades for the semester, the student will be assigned a grade that reflects the penalty, which shall be adjusted, as appropriate, at the conclusion of any appeal process.

Specific details and description of UNT's Policy on Student Standards of Academic Integrity (18.1.16) and students' right to appeal are available at
https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16

Using AI tools

In this course, you may use Generative AI (GenAI) tools—such as Claude, ChatGPT, Gemini—to support your learning and develop skills for a GenAI-oriented workforce. This use will help us stay technically proficient and ethically grounded. However, GenAI should complement, not replace, our course materials. If something seems unclear, feel free to ask. GenAI, for example, can be used to edit a paper you wrote (e.g., checking grammar, spelling, improving sentence structure), to better understand or confirm a concept you're having a difficult time with, and to assist in searching for research papers. However, GenAI should not be used to write portions or an entire paper for you, or to answer, say, test questions. If you use GenAI to look for research papers, you need to double-check whether the paper, in fact, exists—and if it does, whether the content is accurate. You do this by going to a search engine like Google Scholar or the UNT Library website and reading the paper (which you are expected to do).

If you use inaccurate content that was generated by AI, you will be held responsible for it, especially if it violates [UNT academic integrity policy](#).

DISABILITY and PREGNANCY/PARENTING ACCOMODATION
The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (https://studentaffairs.unt.edu/office-disability-access).

The University of North Texas also makes reasonable accommodations for pregnant and parenting students. If you are a pregnant or parenting student who wishes to request reasonable related accommodations from the University, please submit an electronic request form (https://cm.maxient.com/reportingform.php?UnivofNorthTexas&layout_id=25), along with appropriate medical documentation, as soon as possible prior to the need for the accommodations.

Please note that disability accommodations are not retroactively applied to the start of a course. Accommodations in the course become effective after the student has delivered an official accommodation letter from UNT's ODA.

STUDENT CONDUCT

Any student behavior that interferes with an instructor's ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT's Student Code of Conduct.

SEXUAL ASSAULT PREVENTION

UNT is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

PROFESSIONAL ETIQUETTE

The college experience is intended to assist in preparing students for professional and career pursuits. That preparation includes learning to use professional etiquette in dealing with people in positions of authority. The appropriate way to address your instructor depends on her/his particular education credentials. These are usually indicated on the course syllabus. If your instructor has a:

-Doctorate (Ph.D. or Ed.D.), you should address them as: Dr. Instructor's last name
-Master's degree (MA, MS, MSW, MSSW) you should address them as: Professor Instructor's last name

If you are not certain about an instructor's education credentials, you should address them as "Professor." It is not appropriate to call the instructor by his/her first name unless given permission.

Professional etiquette extends to all types of communication with your instructor. Written communication—including email—forms a permanent record and so it is important to use

care about how you make requests, ask questions, or express concerns. Slang (e.g., Hey, Yo) and texting abbreviations should be avoided. The use of profanity is not permitted.

Any type of communication—verbal or written—is most likely to achieve the intended result when it is polite or courteous. Please note that communication can be polite even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that are perceived as insulting or disrespectful.

REQUESTS TO DROP THE CLASS
We want you to succeed in this class and at UNT. If you are concerned about your progress in the course, or believe you need to drop for other reasons, it is important that you contact the instructor as soon as possible. We want to make sure that dropping the course is your best or only option.

There are consequences to dropping classes that extend beyond losing your invested time, money, and effort. Dropping one or more classes may make you ineligible for financial aid. There are also limits on the number of courses you can drop. You can learn more about this at http://registrar.unt.edu/registration/dropping-class. Check with the Registrar's Office or UNT Academic Calendar on deadlines for withdrawing or dropping a class!

REQUESTS FOR AN INCOMPLETE
Students must meet specific criteria to be eligible to receive an incomplete in a course. Review these guidelines on UNT's Incomplete Grade policy is available at http://registrar.unt.edu/grades/incompletes.

COMMUNICATION
From time to time, the instructor may need to communicate with the entire class or contact you individually. If and when those occasions arise, only your UNT email account will be used. You are responsible for the information in that email. Failing to check your UNT email on a daily basis or have the address in the proper format will not be excused. Information may also be posted on Canvas Announcements.

Students must have a university account while enrolled in this class. Students may obtain an email address by logging onto https://ams.unt.edu/. This will put you into the computer account management system and you will be able to get Eagle mail. You can arrange for this email to be forwarded to a preferred address if desired.

Please remember to keep all communication with your instructor professional. Keep in mind that anytime you write something in an email message, it is there forever. All emails should be written in a professional manner and spell checked before being sent. It is unacceptable to send an email as one might send a text message with abbreviations, text-like acronyms, no capitalization or periods. If I receive an email from you like this, you will be asked to compose a professional e-mail before I respond. Also remember that emailing your instructor should not take the place of face-to-face conversation. Students who are encountering problems are invited to make an appointment or come during office hours to talk with the instructor.

COMMUNICATION EXPECTATIONS

The primary tool the instructor or teaching assistants will use to communicate with students is the 'inbox' available in the Canvas learning management system. Canvas will be used to address personal concerns or questions and may also be used to contact other students in this course. Students are responsible for ensuring that they receive notifications in Canvas regarding course information in a timely manner. The default is the students' UNT email account. Students may choose to add additional email addresses or change their default email to receive notifications of course information (see Canvas Guide). Students also have the option of using direct emails.

Contact the Instructor regarding your personal concerns or course related issues. The Instructor will try to respond to your emails in a reasonable timeframe (typically within three business days if possible). The methods used to provide you with feedback include emails, assignment feedback, and grades. We are typically not available on weekends/holidays. Feel free to reach out as needed.

ASSIGNMENTS, FEEDBACK AND MAKE-UP POLICY
Late assignments that were not pre-approved for extension will not be accepted in this class. Extensions requested must be made at least 48-72 hours (e.g., 2-3 days) before an assignment due date. There is no guarantee that an extension request will be approved. All written assignments will be turned in on Canvas.

There will be no exceptions so please pay attention to all due dates on this syllabus. Students are responsible for ensuring they have a reliable Internet connection before they test on-line. There will be no "do-overs allowed" due to technical failures unless the failure is universal and affects all students. Online exams are due by their respective due dates and times. Your exam must be complete by this time. Any exam that all, or in part, is submitted late will receive a zero (0).

Using proper grammar in written communications is very important in social work practice settings. It demonstrates professionalism and helps to establish your credibility. Turning in a professional product that you can be proud of should be a priority EVERY TIME! Make sure that all of your work is carefully proofread and is typed, double spaced, and has one-inch margins, 12 font size, a cover page and pages are numbered, following APA guidelines. It should be easy for the reader to understand your line of reasoning. Excessive grammatical/syntactical errors may result in your assignment being returned for corrections. Please proofread.

In general, students can expect to get feedback on assignments within two weeks.

TECHNICAL REQUIREMENTS & SKILLS

Minimum Technology Requirements
The following is a list of the minimum technology requirements for students enrolled in this course, such as:
- Computer skills
- Reliable internet access
- Speakers
- Microphone

- Plug-ins
- Microsoft Office Suite
- Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

The minimum, course-specific technical skills needed for learners in this course are:
- Using Canvas
- Create documents/presentations, download/upload files, send emails, and use attachments

TECHINCAL ASSISTANCE

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm
Laptop Checkout: 8am-7pm
For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Technical Difficulties: The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. Always keep a copy of your work before submitting it in case glitches or errors occur.

Instructor Responsibilities and Feedback: My responsibility is to help you grow and learn in this course. As such, I am committed to providing clear instructions for assignments, answering questions, identifying additional resources as necessary, providing rubrics as appropriate, and continually reviewing and updating course content. You may typically expect responses regarding your emails within two business days. Feedback and grades on assignments may take up to two weeks. Please don't hesitate to

reach out of there are inconsistencies or unclear information. Speaking up will help me and the rest of the class!

Academic Support & Student Services

Student Support Services

Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:
- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Additional Student Support Services
- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services
- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)

EMERGENCY NOTIFICATIONS & PROCEDURES
UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Access to Information - Eagle Connect
Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

SUCCEED AT UNT
UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find support. Take control. Be prepared. Get involved. Be persistent. To learn more about campus resources and information on how you can achieve success, go to succeed.unt.edu.

COURSE EVALUATION
The Student Perception of Teaching (SPOT) is required for all classes at UNT. I am very interested in the feedback I get from students, as I work to continually improve my teaching. The SPOT survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Please visit my.unt.edu and fill out the evaluation form when it is available. Bonus points can be earned.

OTHER KEY POLICIES
Participation: You will not be required to share personal history in class; however, the sharing of life experiences is highly valued in this course. Feel free to ask questions or make comments as desired.

Time Management: This course will be very demanding and time consuming compared to typical courses at this level. It will require that you make sufficient time for practice activities, readings and exercises. You will need to plan and schedule your time appropriately in order to meet all course requirements. Social service agencies in the 'real world' may have many policies, procedures, and regulations that must be followed or the social worker is at risk of termination. In preparation for these 'real life' expectations you will face in the future, this course is patterned to help you meet these responsibilities.

Grading:
Overall course grades will be assigned strictly on the basis of a point system as follows:

A =	900 - 1000 points
B =	800 - 890 points
C =	700 - 790 points
D =	600 - 690 points
F =	< 600 points

Please note that the instructor for this course has the option to revise or alter the course syllabus at any time as class needs dictate.

OVERVIEW OF COURSE ASSIGNMENTS

Due Dates & Times are specified in this syllabus. See Canvas for detailed instructions.

Assignments	Points	Due Dates
CISNT Volunteer Application AND Background Check	50	8/22 & 8/27
Self-Discovery Project	100	9/12
Phase I – Mock Client Video & Process Recording	200	10/17
Phase 2 - Mock Client Assessment	100	10/24
Phase 3 – Mock Client Planning and Contracting	100	11/7
Group Intervention Presentations	100	11/18
Evaluation Case Analysis	50	12/5
CISNT Reflection Paper	100	12/12
Class Participation	100	Weekly throughout semester
Two Exams (50 Points Each)	100	10/10 & 12/12
	1000	
Possible Total Points: *Failure to complete all assignments may result in failing this course*	**1000**	

COURSE OUTLINE, READINGS, AND ASSIGNMENTS

*It is expected that readings will be done **prior** to class discussions. The instructor reserves the right to modify the schedule, as class needs dictate*

DATE	GENERAL TOPIC	CLASS ASSIGNMENTS
8/19	**Class Introduction**	**Syllabus Review & BSW Orientation** **Volunteer Application Due Friday 8/22 @ 11:59PM**
8/26	**Brief Overview of Social Work & Code of Ethics**	**READ: Ch. 5 & NASW Code of Ethics** **Background Check Due Wednesday 8/27 @ 11:59PM**
9/2	**Professionalism & Basic Skills for Agency Practice**	**READ: Ch. 2 & 9**
9/9	**Techniques Common to All Social Work Practice**	**READ: Ch. 8** **Self-Discovery Project Due Friday 9/19 @ 11:59PM**
9/16	**The Planned Change Process: Intake and Engagement**	**READ: 163-187**
9/23	**The Planned Change Process: Data Collection and Assessment**	**READ: pgs. 199-265**
9/30	**Assessment Continued (Safety Assessment)**	**READ: Canvas Readings**

DATE	GENERAL TOPIC	CLASS ASSIGNMENTS
10/7	**Mid-Term Check-In & Group Work Day**	**Mid-Term Exam (Online) Opens Tuesday 10/7 @ 5PM Due Friday 10/10 @ 11:59PM**
10/14	**The Planned Change Process: Planning and Contracting**	**READ: pgs. 276-288 Phase I – Video & Process Recording Due Friday 10/17 @ 11:59PM**
10/21	**The Planned Change Process: Planning and Contracting Continued**	**Phase 2 – Assessment Due 10/24 @11:59PM**
10/28	**The Planned Change Process: Intervention and Monitoring**	**READ: pgs. 309-346**
11/4	**The Planned Change Process: Intervention and Monitoring Continued**	**Phase 3 – Planning and Contracting Due Friday 11/7 @11:59PM**
11/11	**The Planned Change Process: Evaluation & Termination** **Documentation**	**READ: pgs. 382-410**
11/18	**Intervention Group Presentations**	**Intervention Group Presentations Tuesday 11/18 @ 2pm**
11/25	**Holiday – NO CLASS**	**None**

DATE	GENERAL TOPIC	CLASS ASSIGNMENTS
12/2	**Intervention Group Presentations**	**Evaluation Case Analysis Due Friday 12/5 @ 11:59PM**
12/9	**Final Exam And Reflection Paper (No Class)**	**CISNT Reflection Paper Due Friday 12/12 @ 11:59PM** **Exam Opens 12/8 @ 8AM Due Friday 12/12 @ 11:59PM**

PRACTICE I COURSE ASSIGNMENTS

CISNT Volunteer Application AND Background Check
Canvas Submission: Screenshot of Completed Application and Background Check

As part of your course experience, you are required to complete a minimum of six (6) mentor meetings with a student or group of students through Communities in Schools of North Texas. For the benefit of the student(s), it is expected that you complete your six sessions throughout the semester and to create an ongoing relationship. You will need to complete the volunteer application, online orientation, and background check in order to be assigned a campus and student(s).

You will be asked for a $15 donation for the background check, but it is OPTIONAL. You are NOT required to pay for your background check. If you have concerns about completing the background check, please contact me and we will discuss alternative assignments if needed.

Professionalism is essential for this assignment. You will be expected to communicate effectively, identifying what days you'll mentor and any time you are unable to make your scheduled meetings. If I receive any communication with concerns about your professionalism, the highest grade you can make for this assignment is a 70.

NOTE - The department provided you with a UNT Social Work shirt. Please wear this to your volunteer hours so staff and students can easily recognize you are in our program.

Application and instructions are here:
https://app.betterimpact.com/PublicOrganization/487d4bde-8ef2-4ffe-b060-52a4b2a281e2/Gvi/8248da9b-8e60-4a40-a8f8-502204692b13/2

Self-Discovery Project
Canvas Submission: 1 – 2 Pages plus 3 assessments attached

Students will complete the Social Support Appraisals Scale, a copy of which can be found on Canvas. You will also complete a professional looking Genogram, Eco-Map, and Critical Events Timeline of yourself. Examples and additional details are located on Canvas. Write a 1-2 page summary (double spaced) to reflect upon what you learned from these 4 assessments and how it applies to your fit for the social work profession. All activities MUST be attached with a cover page and in APA. Assignments will be graded as is at the time of submission.

MOCK CLIENT PROJECT: UTILIZING THE PLANNED-CHANGE PROCESS

Social workers are required to prepare numerous reports and maintain records. This case study assignment simulates some of these expectations, as well as the reality of meeting deadlines in social work practice. You should prepare these materials as if your job depended on it (as in the 'real' world).

You will use your assigned mock client to complete all phases of your case study: Mock Interview, Process Recording, Assessment and Planning. This project provides you the opportunity to apply theory to practice. In written form, these products will demonstrate your understanding of engagement, assessment, planning/contracting, and appropriately intervening with services.

You will follow the concepts outlined in the text to apply key practice skills to ensure you can:

- Understand interpersonal skills needed for micro-level practice, including empathy and reflection
- Gather relevant client data for assessment of strengths, needs and challenges
- Establish mutually agreed on goals and objectives to plan with client
- Identify effective service interventions based on assessment
- Synthesize information into professional reports

Phase 1 - Mock Client Video & Process Recording:
Canvas Submission: 15 Minute Video in Length, Process Recording, and 1-2 page reflection summary

Students will be placed in groups of two with their classmates where you will each take turns <u>observing/recording the interview, serving as the mock client and playing the role of the social worker.</u>

 The mock client will present with a particular issue or concern and it will be your responsibility as the social worker to demonstrate adequate skills for working with a client.

This interview is to be taken seriously and you are expected to demonstrate maturity, responsibility, and professionalism. You are also expected to demonstrate a moderate level

of skill in this assignment in order to pass the course. The assigned readings and activities will prepare you for the skills that need to be demonstrated in the interview process.

During this video, you are to demonstrate interpersonal skills and how to engage the client. You will then move into the assessment phase of the interview and ask appropriate questions regarding the client's situation. This interview must be **at least 15 minutes in length**.

During this interview you will need to make sure you collect the necessary information to have an adequate understanding of your client's strengths, problems, needs, and abilities in order to **write up a comprehensive assessment and plan/intervention on 6 dimensions (see Phase 2 & 3 documents)**.

You must also select, incorporate, and utilize information from one appropriate **assessment tool/simple inventory (ex: genogram, eco-map, critical events timeline, Social Support Appraisal Scale, risk assessment, MMSE, depression scale, etc.)** in your written assessment. This assessment tool must be filled out **by your mock client during the interview and turned in with your Phase II Assignment.** Assignments will be graded **as is** at the time of submission.

Remember that you will later be creating a treatment plan and identifying treatment goals.

Videos can be recorded through Zoom or they can be uploaded to YouTube as an UNLISTED link.

Video Requirements:

- Demonstrate professionalism engagement skills (helping client relax, active listening, body language etc.)
- Explain informed consent to the client (define your role as social worker, qualifications, limits of confidentiality, what to expect etc.)
- Describing the purpose of this meeting and roles of social worker and client.
- You may choose to have your client complete an Intake Form to collect demographic information, or verbally obtain this information from the client, or use other appropriate means.
- Gather appropriate assessment information – prior to the interview you may want to develop a list of questions you might want to ask (See handouts on Canvas for guidance). Also, ask your client to complete at least one assessment tool that will be attached to the assessment portion of this assignment. Your goal during the assessment process is to fully understand your client's problem/concerns (how long it has existed, intensity, etc.) and strengths.
- Rely more on open-ended questions as opposed to closed-ended questioning. Allow your client to tell his or her story. At this stage, you do not try to give your client advice or try to resolve the problem; just gather information about the client's circumstances.

According to the NASW Code of Ethics, "Social workers behave in a trustworthy manner." Students may not record the video multiple times and group members should hold one another accountable, as professional social workers must do in the field. You are expected to report any unethical behavior.

Process Recording Requirements:

Process recording is a teaching and self-evaluation tool that has been essential to the profession of social work. Through this process recording, you will analyze and evaluate the professional behaviors and skills you demonstrated in your video. It is utilized to assess your personal growth and development and will be beneficial in helping you identify both your strengths and continued learning needs. You will document <u>verbatim </u>the dialogue between yourself and the client.

You will evaluate the following components in the process recording:

1. Column 1 – <u>Verbatim </u>dialogue between self and your client
2. Column 2 – Label the skills that guide what you are doing (Skill lists available on Canvas)
3. Column 3 & 4 – Analyze your responses (verbal/nonverbal) to the client. Describe your reaction/ feelings and thoughts as well as how it was received.
4. Reflection – Write a one-page self-reflection/summary to address your overall impressions regarding the strengths you demonstrated and observations on how you could improve on your skills. This is a self-evaluation. This component of the process is integral to improving your practice effectiveness at the micro level.

Phase 2 - Mock Client Assessment
Canvas Submission: Single Spaced Assessment Report (use pg. 213 of Sheafor book as a guide), Assessment tool completed by your mock client

You will complete a comprehensive, written assessment of your assigned mock client based on your interview. During the assessment phase, relevant data is analyzed to make sense of the client information gathered. This process requires use of critical thinking skills to help you understand client information. Use pg 212 of the Sheafor book to understand the typical characteristics of a social history report. I suggest creating an outline of what you will include before writing (the bottom of pg. 212 can help with that).

Once you have an idea of what to include, use pages 213-215 as a guide to write a social assessment report (this includes formatting). Keep in mind that each person's report will look different. Why? Because everyone's interview was different. For example, one interview may have discussed family background in-depth, while another interview did not discuss family at all. This means your report will likely look slightly different depending on what topics were discussed. It's also ok that your interview did not include in-depth information about every dimension listed in the example report. This makes sense because you only had 15 minutes to talk. So, just do the best you can with the information you have. If there is a dimension that was not included in your interview, you can just put something like, "The client did not mention religion or spirituality." Because, to be honest, there are plenty of times when you won't get every piece of information so this is accurate to a real intake/report. **Be sure to incorporate identified strengths in each of the dimensions.**

You must also select, incorporate, and utilize information from one appropriate assessment tool/simple inventory in your written assessment. This assessment tool must be filled out

by your mock client during the interview and attached to the assessment and turned in on the due date.

The "impressions" section is a summary of your interpretations of the situation, or your hypothesis as to what is contributing to the client's concerns. As with every other section, it is important to identify the client's strengths. In the "Impressions" section, you should demonstrate how you applied your knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from your client.

The "goals" section can be brief since this will be part of your Phase III assignment.

Please also attach a cover page.

Phase 3 - Mock Client Contracting and Planning
Canvas Submission: 1 - 2 pages – Single Spaced

This phase involves the process of identifying targets for change by developing a service plan. Based on information gathered during the assessment phase with the client, you will specify the identifying problems/need areas as well as strengths that can be built upon to help mitigate the needs areas. Develop a plan based on your mutual work with the client: Establish develop **3 client intervention goals** and **2 objectives for each goal** (for a total of three goals and six objectives). You must follow the format for writing objectives reviewed in class and described in the "Writing Goals and Objectives Worksheets" handout on Canvas. Tasks or action steps are not required.

The service/treatment plan must be written in the same format provided in the example on Canvas. Please also attach a cover page.

Intervention Group Presentation
Canvas Submission: Presentation

Groups of 3-4 will be provided with a client scenario with general goals they want to achieve. You will need present on what interventions would assist your client in achieving these goals. Details will be provided after mock assignments are completed.

Communities in Schools of North Texas Service Learning
Canvas Submission: 2-3 page Reflection Paper

Students will have an opportunity to participate in service learning through volunteering with Communities in Schools of North Texas. With guidance from the agency, students will help mentor agency clients.

1. Students will sign up and complete a minimum of 6 mentor sessions throughout the semester.
2. Students must submit verification of attendance for mentoring.

Evaluation Case Analysis
Canvas Submission: Word Document with Answers to Questions

Students will participate in an online reading and case analysis assignment in order to better understand how evaluation is used in social work practice with individuals. The evaluation phase of the planned-change process is vital to improving one's own practice effectiveness. Readings and analysis questions will be available on Canvas.

Exams

There will be two exams throughout this semester. The objective is to assess your mastery of key material presented and reinforce concepts from assigned readings and classroom discussion. Knowledge acquisition in these areas is crucial and will help prepare you as a practitioner.

The exams will consist of multiple-choice and short answer questions. You may use your book and any course materials presented in this class.