THE UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF SOCIAL WORK
Mansi Patel, PhD, LMSW, MBA

Social Work Practice 1 (SOWK 3610.001)
Spring 2025

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Office: **By Appointment and via Teams**
Classroom: **Matthews Hall, Rm 113**
Class Time: **Tuesday 2:00 p.m. to 4:50 p.m.**
Office Hours: Mondays-In Person and on Teams (1pm-2pm) and 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 2015. 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 demeanor in behavior; appearance; and oral, written, and electronic communication (B #3)	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 effectively engage diverse clients and constituencies (B #18)	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 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 (B #20)	Mock Video and Process Recording Assignment Assessment Assignment
Assess Individuals, Families, Groups, Organizations, and Communities (CC# 7)	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (B# 21)	Mock Video and Process Recording Assignment Assessment Assignment Contracting and Planning Assignment
Intervene with Individuals, Families, Groups,	Facilitate effective transitions and endings that advance	Contracting and Planning Assignment

Organizations, and Communities (CC #8)	mutually agreed-on goals (B #27)	Intervention Group Project
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (B #31)	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**, 5 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

DISABILITY ACCOMODATION

In accordance with university policies and state and federal regulations, UNT is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student's specific needs in the course.

Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester, students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation (ODA) in Sage Hall, suite 167, or their website at http://disability.unt.edu. You may also contact the ODA office by phone at 940.565.4323. Specific information on UNT's policies related to disability accommodations is available at https://policy.unt.edu/policydesc/disability-accommodation-students-and-academic-units-18-1-14.

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.

RETENTION OF STUDENT RECORDS
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

COMMUNICATION
From time to time, the instructor may need to communicate with the entire class or contact you individually. If/when those occasions arise, only your UNT email account will be used. You are responsible for the information in that email. Failing to check it 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 will not be accepted in this class. 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.

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES
Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).
The paragraph reads: (G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the

class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.
If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.
Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses. See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:
- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Transmission and Recording of Student Images in Electronically-Delivered Courses
1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

   Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

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!

Safe Environment Policy: Due to the sensitive nature of our course content, you may experience a range of raw reactions, opinions or emotions; making the concept of safety very important. Some of you may have had experiences with the topics we address or have severe reactions to this study. We must be cognizant of this as we address these many compelling issues. Regardless, it is essential that all students make every effort to take care of yourself and immediately seek out resources and support upon signs of distress as needed! Keep in mind there are resources on and off campus for students who have faced interpersonal violence or other types of trauma.

<u>Academic Support & Student Services</u>

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) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.
You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.
Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

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

Academic Support Services
- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (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	1/16 (volunteer application) 1/23 (background check)
Self-Discovery Project	100	2/6
Phase I – Mock Client Video & Process Recording	200	3/20
Phase 2 - Mock Client Assessment	100	3/27
Phase 3 – Mock Client Planning and Contracting	100	4/10
Group Intervention Presentations	100	4/24
Evaluation Case Analysis	50	5/5
CISNT Reflection Paper	100	5/8
Class Participation	100	Weekly throughout semester
Two Exams (50 Points Each)	100	3/6 (midterm) 5/7 (final)
	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
1/13	**Class Introduction**	**Syllabus Review & BSW Orientation** **Volunteer Application Due Friday 1/16 @ 11:59PM**
1/20	**Brief Overview of Social Work & Code of Ethics**	**CISNT Presentation** **READ: Ch. 5 & NASW Code of Ethics** **Background Check Due Wednesday 1/23 @ 11:59PM**
1/27	**Professionalism & Basic Skills for Agency Practice**	**READ: Ch. 2 & 9**
2/3	**Techniques Common to All Social Work Practice**	**READ: Ch. 8** **Self-Discovery Project Due Friday 2/6 @ 11:59PM**
2/10	**The Planned Change Process: Intake and Engagement**	**READ: 163-187**
2/17	**The Planned Change Process: Data Collection and Assessment**	**READ: pgs. 199-265**
2/24	**Assessment Continued (Safety Assessment)**	**READ: Canvas Readings**

DATE	GENERAL TOPIC	CLASS ASSIGNMENTS
3/3	**Mid-Term Check-In & Group Work Day**	**Mid-Term Exam (Online) Opens Tuesday 3/3 @ 5PM Due Friday 3/6 @ 11:59PM**
3/10	**Spring Break!**	**Rest & Relaxation!**
3/17	**The Planned Change Process: Planning and Contracting**	**READ: pgs. 276-288** **Phase I – Video & Process Recording Due Friday 3/20 @ 11:59PM**
3/24	**The Planned Change Process: Planning and Contracting Continued**	**Phase 2 – Assessment Due 3/27 @11:59PM**
3/31	**The Planned Change Process: Intervention and Monitoring**	**READ: pgs. 309-346**
4/7	**The Planned Change Process: Intervention and Monitoring Continued**	**Phase 3 – Planning and Contracting Due Friday 4/10 @11:59PM**
4/14	**The Planned Change Process: Evaluation & Termination** **Documentation**	**READ: pgs. 382-410**
4/21	**Intervention Group Presentations**	**Intervention Group Presentations Tuesday 4/24 @ 2pm**

DATE	GENERAL TOPIC	CLASS ASSIGNMENTS
4/28	**Intervention Group Presentations**	**Evaluation Case Analysis Due Friday 5/5 @ 11:59PM**
5/7	**Final Exam And Reflection Paper (No Class)**	**CISNT Reflection Paper Due Friday 5/8 @ 11:59PM** **Exam Opens 5/4 @ 8AM Due FRIDAY 5/7 @ 11:59PM**

SOCIAL WORK PRACTICE I COURSE ASSIGNMENTS (10 total)

1. **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

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

3. 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 observing/recording the interview, serving as the mock client and playing the role of the social worker.

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/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.

4.   **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.

5. **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.

6. **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.

7. **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.

8. 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.

9. Class Participation

Weekly throughout the semester (via attendance taken in class)

10. 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.