

Instructor/TA Info

Instructor Information

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Course Information

Description

Welcome! I am a firm believer that you are in our program at this time for a reason. The knowledge, skills, views, and experiences you gain here will further equip you to provide meaningful service to others. You come to us with an array of helping tools already. I'm excited to add to your toolbox.

This is one of your foundation practice courses. I have organized it into two modules (1) values and ethics of our profession and (2) direct practice skills across the helping process. We will cover material for both modules each week.

I have four goals for this course. My hope is that even years after we are done you will:

1. Be able to exemplify social work professional conduct
2. Be able to consistently develop professional, healing relationships with a wide range of clients
3. Be able to clearly identify and contextualize clients' presenting problems
4. Be able to reliably use a range of skills to help improve clients' lives

We will work together to reach these goals. For the purposes of our program's accreditation, this course will also formally assess two of the Council of Social Work Education's competencies which you will see in the Learning Outcome section of this syllabus.


Listed in the table below are the CSWE competencies we will cover in this course and the specific learning outcome associated with it. You'll notice in our schedule that I have listed the competencies and outcomes we will be working on each week. You don't need to worry about the domain or taxonomy levels. That is there for folks interested in knowing from an educational theory perspective what learning levels we will be covering. The table also includes how the learning outcomes will be assessed and what score you need to get to meet the CSWE competency requirement.

CSWE competency	Learning Outcome	Domain & Taxonomy Level	Assessment & (Passing Criteria)
1: Demonstrate ethical and professional behavior	Ethics 1 - students will be able to apply ethical standards and accepted professional behaviors while engaging in clinical social work.	Affective & Organizing	Skills practice 01a, 02, 03 (80%)
1: Demonstrate ethical and professional behavior	Ethics 2 - students will exemplify social work professional conduct in their classroom behavior and in their communication with others.	Affective & Characterizing	Participation points (80%)
6: Engage with individuals	Engagement - students will be able to show they can engage clients in purposeful, helpful relationships.	Cognitive & Apply	Skills practice 01b, 04, 10, final (80%)
7: Assess individuals	Assessment - students will be able to formulate client presenting problems and co-create a plan to address them.	Cognitive & Analyze	Skills practice 09, 14 (80%)

From time-to-time, we may need to make adjustments to the syllabus to maximize your experience in the course. I will discuss any changes with you and will update the syllabus here in Learning Suite. Whatever version of the syllabus is most current in Learning Suite will be our governing document and will supersede previous versions.

Materials

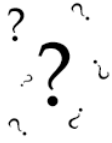
Item	Price (new)	Price (used)
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[SOC W 660 Inclusive Access Empowerment Series: Direct Social Work Practice 11e \(Cengage\) - Digital Course Material/automatic bill to student account: \\$48.50 - Required](#)



SOC W 660 Inclusive Access Essential Ethics for Social Work Practice (Oxford) - Digital Course
Material/automatic bill to student account: \$24.15 - Required



Common Factors Therapy - Optional
 by Bailey, R

43.99

33.00

Learning Outcomes

CSWE 2022 Competency 1

Demonstrate Ethical and Professional Behavior

Links to BYU AIM: Character Building (integrity, social justice)

CSWE 2022 Competency 6

Engage with Individuals, Families, Groups, Organizations, and Communities

Links to BYU AIM: Lifelong Learning and Service (service)

Ethics 1

Students will be able to apply ethical standards and accepted professional behaviors while engaging in clinical social work.

Ethics 2

Students will exemplify social work professional conduct in their classroom behavior and in their communication with others.

Engagement

Students will be able to show they can engage clients in purposeful, helpful relationships.

Assessment

Students will be able to formulate client presenting problems and co-create a plan to address them.

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

General

Every week you will have an in-class lab assignment that needs to be submitted by the end of class. Every week you will also have a skills practice you need to submit. The skills practice assignments are due by 11:59a on Tuesdays (the day before our class).

I want you to succeed in this class. If you are not performing as well as you would like, please talk to me. I'm here to help you get to the place you are hoping to be.

There are instructions for each assignment and a grading rubric, both are available here on Learning Suite on the assignment tab.

They provide guidance on how to successfully complete the assignment and will show you how I will grade the assignment.

All of the assignments should be submitted to Learning Suite on the dates and times indicated in the syllabus.

When you upload your homework please use this file name convention: hw#-yourlastname (e.g., hw1-hooley)

Late policy

Assignments are considered late if they are not submitted by the time indicated in Learning Suite. I will accept late assignments up to 6 days after their due date. I reduce the score by 10% for each day they are late. I apply the first 10% reduction once the due date/time has passed in Learning Suite. For example, if the due date/time is January 14th at 11:59p, the assignment would be considered late and receive a deduction starting at 12:00a on January 15th.

Please contact me as soon as possible if you have an extenuating circumstance that prevents you from submitting your work on time.

Grading errors

If I make a mistake on your grade, please send me an email with the details of the error and I will gladly re-check it.

Competency assessment

The Council on Social Work Education (CSWE) is our program's accrediting organization. They determine what broad areas must be covered in our curriculum. They also conduct regular reviews of our program to ensure we are providing a quality education.

The descriptions in the assignments will show you which are assigned to a competency.

If you do not meet the assessment benchmark, you will need to remediate that assessment. You and I will meet and make a plan for you to reach proficiency on that assessment. The MSW student handbook provides additional information about the remediation policy. After I grade your remediation, I can award you up to an 80% of the assignment.

Artificial Intelligence

Academic Honesty means you will do your own work. Unless, it is specified in the assignment instructions that you can work with others or in groups. Work derived from generative artificial intelligence (**AI**) resources without express permission from me is not considered the your original work. Honesty must extend to all forms of coursework.

Participation Policy

I welcome all forms of constructive participation. I know verbally sharing during class is only one of the many ways you can engage. I recognize that the way you choose to engage is informed by your personality, personal background, current life situation, classroom context, learning needs, and your experience of macro social forces (e.g., prejudice, discrimination). Our learning environment is best when we are all respectfully engaged (in our own way). To foster an optimal learning environment, I ask that we comply with the following participation policies:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate (see first paragraph of this section).
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

To support adherence to these policies, you can earn up to 2 points per day for participation (2 = complies fully with participation policies, 1 = complies partially with participation policies, 0 = non-compliant with participation policies).

I will assess your participation each class and will update your participation score in Learning Suite.

Attendance Policy

On-time attendance is required. We will be maximizing every minute of our class time together. A substantial portion of our in-class time will be spent doing experiential learning activities. Your absence will hamper your partnership's ability to complete the in-class exercises and subsequent homework. As such, any unexcused absence will receive a 2 point deduction in your participation grade. In addition, you will miss any points for graded in-class work for that session. Being late or leaving early to/from class will be assigned a 1 point reduction in your participation grade for that day.

In the event of any emergency or extenuating circumstance, please contact me as soon as you are able. I will consider emergencies and extenuating circumstances on a case-by-base basis.

Classroom Procedures

The format of each class session will generally follow the same format. The course uses a modified flip format where you are expected to come to class prepared to apply the concepts from your reading. This format mirrors the method that you will use upon graduation to improve your clinical social work skills. Generally, each class session will include:

- Welcome and prayer
- Ethics exercise
- Direct practice skill lecture and demo
- In-class lab

Study Habits

Next semester you will start working with a client at the comprehensive clinic. The semester after that you will start your full-time internship. For many of you, once you graduate you will be taking your first licensing exam and beginning your next job. Many of you will accrue the necessary hours and take a second exam to become independently licensed. For others who pursue different paths, you will use your skills to bless the lives of family and others. What we cover in this course is meant to be helpful and used at all of these stages. Your thoughtful preparation before and active participation during class will pay dividends in the future. I invite you to view your time in class as an opportunity to practice the skills we are discussing. You will only get as good as you are willing to practice.

Teaching Philosophy

I approach teaching using a modified experiential learning model (Kolb, 2015). This model posits that learning best occurs when you try the concept out (e.g., a particular direct practice skill), reflect on your experience, extract key lessons, and then apply those lessons to subsequent opportunities.

Assignments

Assignment Descriptions

Participation 01

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation in class and lab in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for the participation portion of the assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Lab 01

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Skill practice 01a - knowledge management (CSWE 1 KVSP)

Purpose: A social work career requires lifelong learning. Having a knowledge management system will help to maximize your ability to organize information and retrieve it rapidly over the course of your career. This assignment will help you develop a knowledge management system.

CSWE competency: 1 (KVSP)

CSWE measure: students must get an 80% or higher. Scores below 80% require remediation.

Learning objective: Ethics 1

Directions: You will create a knowledge management system based on the characteristics we discuss in class. You will fill out the worksheet (see documents below), and submit that completed document to Learning Suite.

Documents:

Knowledge management worksheet: sw660-skills01a-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=eb14cda9-wqpv-AD6l-m9cs-Zmc89e8ed2e6&pubhash=ZImJes6HreDPpYcCiGIL_GWzUXm7dq6GOyY9Mx15fgM14LdkNaBH26tnyFR6tkMXmvfhe4fxP5PRRgWSo7hYA==\)](#)

Grading rubric: sw660-skills01a-rubric-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=0204e992-Smav-wdVb-6CvV-zk333ad78683&pubhash=SSgnOK-702kEt2KgJX1HioJCuWf39rLh1kDlo2O_A6PTgNnEmNMURdPc1RRXH08WY-Xy7XnaDOJofW5lbsb4Bw==\)](#)

Skill practice 01b - engagement baseline (CSWE 6 KSP)

Sep
10

Due: Tuesday, Sep 10 at 11:59 pm

Purpose: When you learn a new skill, it is good to ascertain your baseline performance. This pre-test will serve as an initial assessment of your direct practice skills.

CSWE competency: 6 (KSP)

CSWE measure: students must get an 80% or higher. Scores below 80% require remediation.

Objective: Engagement

Directions: You will complete this assignment with a partner. The detailed instructions are listed in a document below. In brief, you will record a 15 minute session with you as the social worker. You will be provided basic intake information about the client and instructions about what your task is. The client will be provided more detailed information about the backstory of the client. Your video will be submitted using the GoReact Learning Suite plugin.

Specific instructions provided below.

Documents:

Instructions: sw660-skills01b-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=512954e0-Yd3d-gcDW-SDSs-sZ1f1f26c5ae&pubhash=dkbvdwmVq7NT3DwreCVvrP0f4hUO399yeeEzrz3bl1_9inMlfD0ceuT3bhc25Al4SieMQEcFb7_8JieBn_2AnA==\)](#)

Grading rubric: sw660-skills01b-rubric-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=1b50efa6-r6rm-bRuo-6Job-cF329871e768&pubhash=fTEKhff7XQ4Z7p4p-xch4-risBgs7bNeEqD9mHvyGbm8_1LyvoiHFPwdstFqyEB9f5PmPT6290xi7MN8I9J7dw==\)](#)

Lab 02

Sep
11

Due: Wednesday, Sep 11 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Participation 02

Sep
11

Due: Wednesday, Sep 11 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 point are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Skill practice 02 - self care (CSWE 1 KVSP)

Sep
17

Due: Tuesday, Sep 17 at 11:59 pm

Purpose: You are the instrument in social work practice. It is essential to care for yourself in order to provide the best services possible. Self-care is also an ethical obligation. This assignment will guide you through an evidence-based approach to develop a self-care plan.

CSWE competency: 1 (KVSP)

CSWE measure: students must get an 80% or higher. Scores below 80% require remediation.

Objective: Ethics 1

Directions: You will fill-out the self-care plan using the template below in the documents section. You will upload your completed self-care plan to Learning Suite.

Documents:

Self-care template: sw660-skills02-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=17bedcf8-Bs35-b9XJ-VNnz-Su650ba34b63&pubhash=h_rkdU58GV-Jbh2vKbJPfrEoizK2AP_cdyKKgxcERu8fMzeWU0umuzKk-M1i5POGt1Fj9_wf1EjaB3MU5cMm9g==\)](#).

Grading rubric: sw660-skills02-rubric-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=fcff73b3-N58v-CaQb-U6wH-M22209c6ae72&pubhash=uAhRH4mdiZBnscmi7H3gHmyC7SGdS-XgpUkqIrv32j2kenb6JFvju-jbTgXtXn6t92nYJz7zTiDU6gzSahrBg==\)](#).

Lab 03

Sep
18

Due: Wednesday, Sep 18 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Participation 03

Sep
18

Due: Wednesday, Sep 18 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Skill practice 03 - ethical decision making (CSWE 1 KVSP)

Sep
24

Due: Tuesday, Sep 24 at 11:59 pm

Purpose: In social work practice you will need to know and apply the NASW code of ethics to a variety of situations. This assignment provides an opportunity to strengthen those skills.

CSWE competency: 1 (KVSP)

CSWE measure: students must get an 80% or higher. Scores below 80% require remediation.

Directions: You will read an ethics case and then complete the worksheet for managing ethical issues. Your proposed course of action must go beyond "ask supervisor." You may use bullet points in your worksheet responses as long as you provide enough information for us to interpret what you are saying.

Documents:

Case study and worksheet: sw660-skills03-v02.docx [Download \(plugins/Upload/fileDownload.php?fileId=2e8e03e8-rJv4-xbvX-JRQ5-K6f681ae5d4d&pubhash=dBpB8HCYtMmAuaxiYosmI0B9fcQ1ghaX7GyCUbC257J9fBdrz3wJ3zf2xodfbITjCN2QYzcy9jFASg0Kcs7sLw==\)](Download (plugins/Upload/fileDownload.php?fileId=2e8e03e8-rJv4-xbvX-JRQ5-K6f681ae5d4d&pubhash=dBpB8HCYtMmAuaxiYosmI0B9fcQ1ghaX7GyCUbC257J9fBdrz3wJ3zf2xodfbITjCN2QYzcy9jFASg0Kcs7sLw==))

Grading rubric: sw660-skills03-rubric-v02.docx [Download \(plugins/Upload/fileDownload.php?fileId=9db7b6e7-1Sfk-IZ4a-uDY7-SG758244a122&pubhash=8rb18AyS6ZC6h-_l0mAh19TG_EkTe1gMV0VwtzC0R5ZFP573xIY1iKk9-xF8LTLsnjsExEwmIHxPc0WE2QIQjg==\)](Download (plugins/Upload/fileDownload.php?fileId=9db7b6e7-1Sfk-IZ4a-uDY7-SG758244a122&pubhash=8rb18AyS6ZC6h-_l0mAh19TG_EkTe1gMV0VwtzC0R5ZFP573xIY1iKk9-xF8LTLsnjsExEwmIHxPc0WE2QIQjg==))

Participation 04

Sep
25

Due: Wednesday, Sep 25 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Lab 04

Sep
25

Due: Wednesday, Sep 25 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Skill practice 04 - reciprocal empathy (CSWE 6 KSP)

Oct
01

Due: Tuesday, Oct 01 at 11:59 pm

Purpose: A foundational skill in social work practice is fostering and conveying empathy. This skills practice builds on the work we did in class to practice reciprocal empathy

CSWE competency: 6 (KSP)

CSWE measure: students must get an 80% or higher. Scores below 80% require remediation.

Directions: You will practice reciprocal empathy responses. You can practice with a members of your cohort, friends, or family members. At least one of the practice sessions needs to be 15 mins long and audio recorded. You will complete and submit the practice tracker form and upload it to Learning Suite. Scores will vary depending on length of total practice time a minimum of 45 minutes is required to meet competency (80%). Please read the rubric to see the amount of points associated with other lengths of practice time.

Documents:

Practice tracker: sw660-skills04-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=7a701f47-NgRx-9B8f-EVGz-6u659742c156&pubhash=Ro4f7bBbNpYAgEBdsEu-LNgE0ZINjY7bSeU6pU1ob7fknzJa2d3qfMTooCTXw4rSbcz0gnAZxyC0S5pZM6UPbw==\)](#)

Grading rubric: sw660-skills04-rubric-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=29996197-11uj-MJqB-3imJ-gW9a021e1fa7&pubhash=exrPIFfwzprzgz8vvdgEinlcnC9u_mUcqT_OGCfr690lcso3oMsBq7owy-8yxQ8nTYWnvbMvrdbTRO_x9fynQ==\)](#)

Lab 05

Oct
02

Due: Wednesday, Oct 02 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Participation 05

Oct
02

Due: Wednesday, Oct 02 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Skill practice 05

Oct
08

Due: Tuesday, Oct 08 at 11:59 pm

Lab 06

Oct
09

Due: Wednesday, Oct 09 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Participation 06

Oct
09

Due: Wednesday, Oct 09 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Skill practice 06

Oct
15

Due: Tuesday, Oct 15 at 11:59 pm

Lab 07

Oct
16

Due: Wednesday, Oct 16 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Participation 07

Oct

16

Due: Wednesday, Oct 16 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Skill practice 07 - progress note

Oct

22

Due: Tuesday, Oct 22 at 11:59 pm

Purpose: In social work practice, you will need to document the services you provide. The key purpose behind documentation is to facilitate the best possible services for your clients. Documentation also serves a variety of other purposes: quality assurance, accountability to regulating bodies, compliance with ethical and legal guidelines, etc. The specific format and content of documentation varies by program. You will practice drafting clinical progress notes to prepare for your comprehensive clinic client, your internship and future employment.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Directions: You will document a lab session when you were the social worker. You will use the template listed below in the "documents" section.

Documents:

Progress note template: [sw660-fl23-firp-note-v01.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=b135e746-ud3O-Hjv7-SfbR-3f6776936a9a&pubhash=n8yd53k9y6qkup-ijvuxf4M2skDr6B7t4gllzw0v6WHpBP7DXY2SIU4tPsSiL5i2UN0JcF_RqR5zZQyl2ZaDA==\)](#)

Progress note rubric: [sw660-fl23-firp-note-rubric-v01.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=3acb52e8-ddPp-0A96-qFbJ-5S3f4442f60f&pubhash=-8Cih0hHJ7U8veU4xskRqa8HCp6l1EGgVJlQLkB6DrWkbOTa79X7QjKqx6c9EEtUgmYWaXcYyTFxajs3WtVgcw==\)](#)

Lab 08

Oct

23

Due: Wednesday, Oct 23 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Participation 08

Oct
23

Due: Wednesday, Oct 23 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Skill practice 08

Oct
29

Due: Tuesday, Oct 29 at 11:59 pm

Participation 09

Oct
30

Due: Wednesday, Oct 30 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Lab 09

Oct
30

Due: Wednesday, Oct 30 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Skill practice 09 BPSS (CSWE 7 KVSP)

Nov
05

Due: Tuesday, Nov 05 at 11:59 pm

Purpose: An accurate assessment drives treatment. You will need to complete these assessments accurately and quickly in your practice. This assignment provides you with an opportunity to practice your assessment skills

Competency: 7 (KVSP)

Competency benchmark: students must get an 80% or higher. Scores below 80% require remediation.

Objective: Assessment

Directions: You will work with a classmate to complete a bpss assessment. Your classmate can either do a role play (i.e., make up a character) or a real play (i.e., select something personal but low-level--not something they would seek therapy for). Try to complete the bpss assessment in one 50 minute session with your classmate. You will type-up the assessment using the template below. Upload your assessment to learning suite once it is done. Your bpss is due 12/15/2023. The due date listed in Learning Suite is a recommendation to break-up the larger case record assignment into manageable parts.

Documents:

BPSS template - sw660-fl23-bpss-template-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=21710415-t60s-HRcV-fi75-O9069c0e0f2d&pubhash=BUPVImdLFqTGvoxJZ6VwM4bx9Axs4w1x3hzKUiSin3i_aeHxT54pqh4SBff-8cPejDEuKpZivXg02NDB6Qcnw==\)](#)

BPSS rubric - sw660-fl23-bpss-rubric-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=f1975ab0-f7KW-WMKn-tDEC-si0fc01d350e&pubhash=klO5XkiTCWaKyEEQRQk27biWYe0GTKto_UKy-uo0ISV_xTygfQvySi8MU5BxZMjplb9HHvL6B0YrUMLD9CTQ6A==\)](#)

Lab 10

Nov
06

Due: Wednesday, Nov 06 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Participation 10

Nov
06

Due: Wednesday, Nov 06 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.

- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Skill practice 10 treatment plan (CSWE 6 KVSP)

Nov
12

Due: Tuesday, Nov 12 at 11:59 pm

Purpose: After completing the assessment, your task is to jointly create a treatment plan with your client. The treatment plan is the roadmap for your work together. It will crystalize the problem the client wants to address, their goal, and indicate the short-term steps the client will need to accomplish to get there.

Competency: 6 (KVSP)

Competency benchmark: students must get an 80% or higher. Scores below 80% require remediation.

Objective: Engagement

Directions: You will work with a classmate to complete a treatment plan. Your classmate can either do a role play (i.e., make up a character) or a real play (i.e., select something personal but low-level--not something they would seek therapy for). You will type-up the assessment using the template below. Upload your assessment to learning suite once it is done. Your treatment plan is due 12/15/2023. The due date listed in Learning Suite is a recommendation to break-up the larger case record assignment into manageable parts.

Documents:

Treatment plan template: sw660-fl23-treatment-plan-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=d5f55fbd-tvEe-xWCY-2ewT-4v7775f6cf11&pubhash=_in5JNJSc6-dklnkW9PDGChRQ7v9lrU86Ra95KfY46_qISV6JzwfTIFq48oqurZ8HrMhoBfveu01sZ-6z9vViQ==\)](#)

Treatment plan rubric: sw660-fl23-treatment-plan-rubric-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=10108ec0-QUKD-zwY4-uSvP-ld5ade6a795c&pubhash=hAceLba3Nn-3hQZwkB61Mkgm6whAac5hi1yyVLYxIsfsdZjHI-5qUqkzKSxYScdYRLA056oFcgokIVamvN6H0w==\)](#)

Lab 11

Nov
13

Due: Wednesday, Nov 13 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Participation 11

Nov
13

Due: Wednesday, Nov 13 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.

- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Skill practice 11

Nov
19

Due: Tuesday, Nov 19 at 11:59 pm

Lab 12

Nov
20

Due: Wednesday, Nov 20 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Participation 12

Nov
20

Due: Wednesday, Nov 20 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Skill practice 12

Nov
26

Due: Tuesday, Nov 26 at 11:59 pm

Participation 13

Dec
04

Due: Wednesday, Dec 04 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Lab 13

Dec
04

Due: Wednesday, Dec 04 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Skill practice 13 law search

Dec
10

Due: Tuesday, Dec 10 at 11:59 pm

Participation 14

Dec
11

Due: Wednesday, Dec 11 at 11:59 pm

Purpose: As a social worker, you will be expected to arrive on-time to your sessions, to be prepared, to be actively engaged during the session, and to complete the session within the allocated time frame. Your participation assignment in this class mirrors those expectations and reinforces those professional skills.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 2

Directions: You will not need to submit anything for this assignment. I will grade your participation and will update your score for each day. Each day you can earn up to 2 participation points (28 over the course of the semester). To earn full credit, the following is expected:

- Arrive on-time.
- Remain for the full class period.
- Only use technology (computers, tablets, mobile phones, smart watches, etc.) in a way that would be appropriate if you were meeting with me one-on-one. For example, it would be appropriate to take notes.
- Actively participate. (see participation section of syllabus)
- Complete readings before class.
- Be attentive and respectfully engaged during lectures and class discussions.

Deductions are applied as follows:

- To reinforce the importance of starting and ending sessions on-time, 1 points are deducted for unexcused lateness or unexcused leaving early.
- To reinforce the importance of showing up for scheduled sessions, 2 points are deducted for unexcused absences.
- Deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement will be assigned depending on severity and/or persistence of the issue.

I will email you if you receive deductions for inappropriate technology use, inadequate preparation, or inappropriate class engagement. Unexcused lateness/leaving early or unexcused absences will be posted but won't be accompanied with an email.

Documents:

No documents needed.

Lab 14

Dec
11 Due: Wednesday, Dec 11 at 11:59 pm

Purpose: Skill develop requires practice. Every week we will be having an in-class lab where you will practice various skills that we will be covering.

CSWE competency: not competency bearing

CSWE measure: not competency bearing

Objective: Ethics 1, Ethics 2, Engagement, Assessment

Directions: Each week I will provide you with instructions about the skills you will be practice during lab. I will also provide you with documentation that you will need to fill out and submit at the end of class.

Documents:

I will provide you with the documents you need in class.

Skill practice 14 discharge summary (CSWE 7 KVSP)

Dec
17 Due: Tuesday, Dec 17 at 11:59 pm

Purpose: Treatment will eventually come to an end. The optimal end is when the client has made the change they were hoping for. This assignment will help you practice drafting a transition summary (aka, termination summary, discharge summary).

Competency: 7 (KVSP)

Competency benchmark: students must get an 80% or higher. Scores below 80% require remediation.

Objective: Assessment

Directions: You will work with a classmate to complete a transition summary. Your classmate can either do a role play (i.e., make up a character) or a real play (i.e., select something personal but low-level--not something they would seek therapy for). You will type-up the assessment using the template below. Upload your assessment to learning suite once it is done. Your treatment plan is due 12/15/2023. The due date listed in Learning Suite is a recommendation to break-up the larger case record assignment into manageable parts.

Documents:

Transition summary template: sw660-fl23-transition-summary-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=48d4c778-9GqR-xTV1-gH6A-3ke7bf0d2c0e&pubhash=yUwyMK7mST51dURzfE_FBYC41LdZt2QHB3ZkgxMEmVZ_5t-bwl9C0Y7I8SE6drs3K-mGg83-rbVnlVkakMBZnQ==\)](#)

Transition summary rubric: sw660-fl23-transition-summary-rubric-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=896884b3-TKNr-ZElz-psHP-ho2c19e2894c&pubhash=bdATih6wjl_4oXHFSvtBuU20g3isOICEMX7NMSNozyS6iwSKRDDUm1yTcA-fVqG7N2eVPuXGnNNfjJXl_Fsf63Q==\)](#)

Skill practice final engagement post (CSWE 6 KVSP)

Dec
17 Due: Tuesday, Dec 17 at 11:59 pm

Purpose: This post-test will serve as an assessment of your engagement skills.

CSWE competency: 6 (KVSP)

CSWE measure: students must get an 80% or higher. Scores below 80% require remediation.

Directions: You will complete this assignment in your lab groups. In brief, you will record a 15 minute session with you as the social worker. You will be provided basic intake information about the client and instructions about what your task is. The client will be provided more detailed information about the backstory of the client. The social worker and the client will complete a reflection form after the recording. You will upload your video and reflection form to Learning Suite. The forms should be submitted as Word or PDF files.

Specific instructions provided below.

Documents:

Instructions: sw660-post-osce-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=aff3bc45-ZjXs-gCxG-nlCR-s004d16fe122&pubhash=NVDdScSrFCIn--0v9ATmH9IK-oTKR-GJdBrmFdtBC1yC_MBHRhh0ECy4b-UJWtm5ZPVVHvl2dmqzTfr9AHbtw==\)](#)

Forms: sw660-osce-forms-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=3c8407e8-QfdD-eVvf-vG8Z-IU498452368a&pubhash=zENGEKPEziZ_My47zVhT4MlipqV0XUOWR95Qk0QMMCYEoMqwUajiw2zvM2L-ZvcDA8rBxnia0nfyG-CFe5Jug==\)](#)

Grading rubric: sw660-post-osce-rubric-v01.docx [Download \(plugins/Upload/fileDownload.php?fileId=553bf742-r5vw-PDTU-E5Xv-LHd58c59c2ba&pubhash=HoxpbcA3XdoZ6i7wjwGcm3VJS1DVb8g3bPCdadyIMNhGSGAb12RTOu7GhduE9P_dnWtKVNI8RuskmMC9UWFEZg==\)](#)Upload

videos here: <https://byu.app.box.com/f/94a2b99f68c441b0b5badf839159648a>

Your video file should be named using the following convention: lastname-posttest (e.g. hooley-posttest)

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>), or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Compliance Hotline and BYU Policies

If you have questions about university policies, including those discussed in this syllabus, please visit <https://policy.byu.edu> (<https://policy.byu.edu>). If you observe any non-emergency dangerous, illegal, or suspicious activity occurring on campus or by a member of the BYU community, please report it through the BYU Compliance Hotline at <https://hotline.byu.edu> (<https://hotline.byu.edu>). Emergencies and ongoing criminal activity should be reported directly to BYU Police at 801-422-2911.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation.

Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism

include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

FHSS Diversity and Inclusion Syllabus Statement

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statementⁱ, the BYU honor codeⁱⁱ, and principles of Christian discipleshipⁱⁱⁱ. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"^{iv}. This includes embracing one another compassionately and "eliminating] any prejudice, including racism, sexism, and nationalism"^v "regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges." ^{vi} It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."ⁱⁱⁱ To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

ⁱ "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."

ⁱⁱ "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."

ⁱⁱⁱ "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020; <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>; (<https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>); https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37 (https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37).

"he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)

^{iv} Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020

^v Elder M. Russell Ballard, "The Trek Continues", October, 2017

^{vi} President Russell M. Nelson, "The Love and Laws of God", September, 2019

Schedule

Date	Column 1	Column 2
Week 1		

<p>W Sep 04 Wednesday</p>	<p>Start of Classes</p> <p>WK 1</p> <p>Topic(s): Welcome, orientation to the course, time management, & knowledge management</p> <p>Competencies: CSWE 1</p> <p>Objectives: Ethics 1 & Ethics 2</p> <p>Readings:</p> <ul style="list-style-type: none"> • The course syllabus on Learning Suite [read full] • BYU mission statement. [read full] • BYU aims. [read full] • BYU honor code. [read full] • BYU dress and grooming standards. [read full] <p>Preparation:</p> <ul style="list-style-type: none"> • Be prepared to introduce yourself. What is calling you to social work? • Be prepared to ask any questions you have about the course. <p>Lab:</p> <ul style="list-style-type: none"> • Knowledge management • Time management <p>Skills practice:</p> <ul style="list-style-type: none"> • Knowledge management plan (skill practice 01a) • Engagement baseline recording (skill practice 01b) <p>Class materials:</p> <p style="text-align: center;">sw660-fl24-wk1.pptx Download</p>	<p>Lab 01</p> <p>Participation 01</p>
<p>Week 2</p>		
<p>T Sep 10 Tuesday</p>		<p>Skill practice 01a - knowledge management (CSWE 1 KVSP)</p> <p>Skill practice 01b - engagement baseline (CSWE 6 KSP)</p>

W Sep 11 Wednesday	<p>WK 2</p> <p>Topic(s): Professional identity, person of the therapist, and self-care</p> <p>Competencies: CSWE 1</p> <p>Objectives: Ethics 1 & Ethics 2</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • NASW code of ethics [read full, this includes the preamble, purpose of the NASW code of ethics, ethical principles, and ethical standards. You'll need to click on the ethical standards headings (e.g., responsibilities to client) to see all the subheadings and content] • NASW technology standards [read full] • Hepworth (2023) - Chapter 2 "Orienting frameworks for social work practice" [read full] <p>Preparation</p> <ul style="list-style-type: none"> • Be prepared to explain the concepts of the code of ethics. • Be prepared to locate ethical standards based on a prompt. • Be prepared to discuss the various practice philosophies that inform the social work profession. <p>Lab:</p> <ul style="list-style-type: none"> • Person of the therapist <p>Skills practice:</p> <ul style="list-style-type: none"> • Self-care plan (skills practice 02) 	<p>Lab 02</p> <p>Participation 02</p>
Week 3		
T Sep 17 Tuesday	Skill practice 02 - self care (CSWE 1 KVSP)	

W Sep 18 Wednesday	<p>WK 3</p> <p>Topic(s): Helping roadmap and getting our hearts in the right place</p> <p>Competencies: CSWE 1 & CSWE 6</p> <p>Objectives: Ethics 1 & Engagement</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • Barsky (2023) - Chapter 1 "Introduction to social work values and ethics" [strategically read] • Barsky (2023) - Chapter 2 "Managing ethical issues" [read full] • Hepworth (2023) - Chapter 3 "Overview of the helping process" [strategically read] <p>Preparation:</p> <ul style="list-style-type: none"> • Be prepared to describe the steps to ethical decision making. • Be prepared to explain the helping process. <p>Lab:</p> <ul style="list-style-type: none"> • Ethical decision making <p>Skill practice:</p> <ul style="list-style-type: none"> • Ethical decision making (skills practice 03) <p>Class materials:</p> <ul style="list-style-type: none"> • Ethical decision making worksheet: sw660-fl24-wk3-ethics-worksheet-v01.docx Download • Ethical decision making worksheet key: sw660-fl24-wk3-ethics-worksheet-key-v01.docx Download • Documentation handout: sw660-fl24-wk3-documentation-handout-v01.docx Download • Progress notes exercise: sw660-fl24-wk3-note-exercise-v01.docx Download 	<p>Lab 03</p> <p>Participation 03</p>
Week 4		
T Sep 24 Tuesday	<p>Skill practice 03 - ethical decision making (CSWE 1 KVSP)</p>	

W Sep 25 Wednesday	<p>WK4</p> <p>Topic(s): Getting started 1</p> <p>Competencies: CSWE 6</p> <p>Objectives: Ethics 1 & Engagement</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • Barsky (2023) - Chapter 4 "Client autonomy, self-determination, and informed consent" [read full] • Hepworth (2023) - Chapter 5 "Building blocks of communication: Conveying empathy and authenticity [stop reading when you reach the "Authenticity" section] <p>Preparation:</p> <ul style="list-style-type: none"> • Be able to describe ways of promoting client autonomy in social work practice. • Be able to describe the components of informed consent. • Be able to explain ways to foster positive expectations. • Be able to share ways to conveying empathy. <p>Lab:</p> <ul style="list-style-type: none"> • Session opening <p>Skills practice:</p> <ul style="list-style-type: none"> • Reciprocal empathy (skills practice 04) <p>Class materials:</p> <ul style="list-style-type: none"> • Ethics activity: sw660-fl24-wk4-informed-consent-activity-v01.docx Download • Empathy statements: sw660-fl24-wk4-reflective-empathy-phrases.docx Download • Empathy exercise: sw660-fl24-wk4-reciprocal-empathy-exercise.docx Download • Lab instructions: sw660-fl24-wk4-lab-v01.docx Download 	<p>Lab 04</p> <p>Participation 04</p>
Week 5		
T Oct 01 Tuesday	<p>Skill practice 04 - reciprocal empathy (CSWE 6 KSP)</p>	

W Oct 02 Wednesday	<p>WK5</p> <p>Topic(s): Getting started 2</p> <p>Competencies: CSWE 1 & CSWE 6</p> <p>Objectives: Ethics 1 & Engagement</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • Barsky (2023) - Chapter 7 "Cultural competence, humility, awareness, and responsiveness" [read full] • Hepworth (2023) - Chapter 5 "Building blocks of communication: Conveying empathy and authenticity [read beginning with "Authenticity" section] • Hook et al. (2017) - Chapter 1 "Multicultural orientation" [read starting at "Core pillars of the multicultural orientation framework". This book is available electronically through the library. Search the title on the library website "Cultural humility: Engaging diverse identities in therapy"] <p>Preparation:</p> <ul style="list-style-type: none"> • Be prepared to describe ways to promote cultural humility in social work practice. • Be prepared to describe best practices related to self-disclosure. <p>Lab:</p> <ul style="list-style-type: none"> • Multicultural orientation <p>Skills practice:</p> <ul style="list-style-type: none"> • Self-disclosure (skills practice 05) 	<p>Lab 05</p> <p>Participation 05</p>
Week 6		
T Oct 08 Tuesday		<p>Skill practice 05</p>
W Oct 09 Wednesday	<p>WK6</p> <p>Topic(s): Listening skills 1</p> <p>Competencies: CSWE 1 & CSWE 6</p> <p>Objectives: Ethics 1 & Engagement</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • Barsky (2023) - Chapter 5 "Privacy, confidentiality, and exceptions" [read full] • Hepworth (2023) - Chapter 6 "Verbal following, exploring, and focusing skills" [read full] • Hepworth (2023) - Chapter 7 "Eliminating counterproductive communication patterns and substituting positive alternatives" [read full] <p>Preparation:</p> <ul style="list-style-type: none"> • Be prepared to explain best practices related to client privacy. • Be prepared describe verbal following skills. <p>Lab:</p> <ul style="list-style-type: none"> • Verbal following <p>Skills practice:</p> <ul style="list-style-type: none"> • Verbal following (skills practice 06) 	<p>Lab 06</p> <p>Participation 06</p>

Week 7		
T Oct 15 Tuesday		Skill practice 06
W Oct 16 Wednesday	<p>WK7</p> <p>Topic(s): Listening skills 2</p> <p>Competencies: CSWE 1 & CSWE 6</p> <p>Objectives: Ethics 1 & Engagement</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • Barsky (2023) - Chapter 8 "Professional boundaries, dual relationships, and conflicts of interest" [read full] • Hepworth (2023) - Chapter 6 "Verbal following, exploring, and focusing skills" [read full] • Hepworth (2023) - Chapter 7 "Eliminating counterproductive communication patterns and substituting positive alternatives" [read full] <p>Preparation:</p> <ul style="list-style-type: none"> • Be prepared to describe best practice to manage professional boundaries. • Be able to describe methods to reduce barriers to communication. <p>Lab:</p> <ul style="list-style-type: none"> • Verbal following skills 2 <p>Skills practice:</p> <ul style="list-style-type: none"> • Verbal following skill 2 (skills practice 07) 	<p>Lab 07</p> <p>Participation 07</p>
Week 8		
T Oct 22 Tuesday		Skill practice 07 - progress note
W Oct 23 Wednesday	<p>WK8</p> <p>Topic(s): Assessment 1</p> <p>Competencies: CSWE 1 & CSWE 7</p> <p>Objectives: Ethics 1 & Assessment</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • Barsky (2023) - Chapter 10 "Access to services" [read full] • Hepworth et al. (2023) - Chapter 8 "Assessment: exploring and understanding problems and strengths" [read full] <p>Preparation:</p> <ul style="list-style-type: none"> • Be able to describe methods for address access to care barriers. • Be able to describe the various sources of information that can be used as part of the assessment. • Be able to describe how to identify and contextualize the client's present problem. <p>Lab:</p> <ul style="list-style-type: none"> • Identify presenting problem <p>Skills practice:</p> <ul style="list-style-type: none"> • Clarifying presenting problem (skills practice 08) 	<p>Lab 08</p> <p>Participation 08</p>

Week 9		
T Oct 29 Tuesday		Skill practice 08
W Oct 30 Wednesday	<p>WK9</p> <p>Topic(s): Assessment 2</p> <p>Competencies: CSWE 1 & CSWE 7</p> <p>Objectives: Ethics 1 & Assessment</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • Barsky (2023) - Chapter 11 "Honesty and integrity" [read full] • Hepworth (2023) - Chapter 9 "Assessing individual and environmental factors and their interaction" [read full] <p>Preparation:</p> <ul style="list-style-type: none"> • Be able to explain strategies for managing moral distress. • Be able to explain the domains of the biopsychosocial spiritual assessment. • Be able to share types of questions you could ask to gather questions for each domains <p>Lab:</p> <ul style="list-style-type: none"> • Bio-psycho-social-spiritual assessment (BPSS) <p>Skills practice:</p> <ul style="list-style-type: none"> • BPSS practice (skills practice 09) 	<p>Lab 09</p> <p>Participation 09</p>
Week 10		
T Nov 05 Tuesday		Skill practice 09 BPSS (CSWE 7 KVSP)
W Nov 06 Wednesday	<p>WK10</p> <p>Topic(s): Treatment planning</p> <p>Competencies: CSWE 1, CSWE 6, CSWE 7</p> <p>Objectives: Ethics 1, Engagement, Assessment</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • Barsky (2023) - Chapter 6 "Professional competence, incompetence, and impairment" [read full] • Hepworth (2023) - Chapter 12 "Developing goals and formulating a contract" [read full] <p>Preparation:</p> <ul style="list-style-type: none"> • Be prepared to describe strategies to enhance your ability to practice in a competent manner. • Be able to describe the process of collaboratively generating treat goals and a treatment plan with clients. <p>Lab:</p> <ul style="list-style-type: none"> • Treatment planning <p>Skills practice:</p> <ul style="list-style-type: none"> • Treatment plan (skills practice 10) 	<p>Lab 10</p> <p>Participation 10</p>
Week 11		

T Nov 12 Tuesday		Skill practice 10 treatment plan (CSWE 6 KVSP)
W Nov 13 Wednesday	<p>WK11</p> <p>Topic(s): Middle phase</p> <p>Competencies: CSWE 1 & CSWE 6</p> <p>Objectives: Ethics 1 & Engagement</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • Barsky (2023) - Chapter 9 "Responsibilities in practice settings" [read full] • Hepworth (2023) - Chapter 13 "Choosing and implementing interventions to facilitate change" [read full] <p>Preparation:</p> <ul style="list-style-type: none"> • Be prepared to describe approaches to manage ethical obligation conflicts between your clients and practice setting. • Be prepared to explain a method to select treatment interventions. <p>Lab:</p> <ul style="list-style-type: none"> • MI practice session <p>Skills practice:</p> <ul style="list-style-type: none"> • MI practice session (skills practice 11a) • Intervention selection (skills practice 11b) 	<p>Lab 11</p> <p>Participation 11</p>
Week 12		
T Nov 19 Tuesday		Skill practice 11
W Nov 20 Wednesday	<p>WK12</p> <p>Topic(s): Additional skills 1</p> <p>Competencies: CSWE 1 & CSWE 6</p> <p>Objectives: Ethics 1 & Engagement</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • Barsky (2023) - Chapter 3 "Social justice" [read full] • Hepworth et al. (2023) - Chapter 17 "Additive empathy, interpretation, and confrontation" [read full] <p>Preparation:</p> <ul style="list-style-type: none"> • Be prepared to critically analyze social justice issues. • Be prepared to explain the process to use additive empathy, interpretation, and confrontation. <p>Lab:</p> <ul style="list-style-type: none"> • Additive empathy, interpretation, and confrontation <p>Skills practice:</p> <ul style="list-style-type: none"> • Additive empathy, interpretation, and confrontation (skills practice 12) 	<p>Lab 12</p> <p>Participation 12</p>
Week 13		
M Nov 25 Monday	Friday Instruction	
T Nov 26 Tuesday		Skill practice 12
W Nov 27 Wednesday	No Classes	

Week 14		
W Dec 04 Wednesday	<p>WK13</p> <p>Topic(s): Additional skills 2</p> <p>Competencies: CSWE 1 & CSWE 6</p> <p>Objectives: Ethics 1 & Engagement</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • Barsky (2023) - Chapter 12 "Social work accountability and regulation" [read full] • Hepworth (2023) - Chapter 18 "Managing barriers to change" [read full] <p>Preparation:</p> <ul style="list-style-type: none"> • Be prepared to describe the various ways social workers may be held accountable for professional misconduct. • Be prepared to explain the concept of transference and how it can be used in clinical social work. <p>Lab:</p> <ul style="list-style-type: none"> • Rupture repair <p>Skills practice:</p> <ul style="list-style-type: none"> • Law search (skills practice 13) 	<p>Lab 13</p> <p>Participation 13</p>
Week 15		
T Dec 10 Tuesday		Skill practice 13 law search
W Dec 11 Wednesday	<p>Last Day of Class</p> <p>WK14</p> <p>Topic(s): Termination</p> <p>Competencies: CSWE 1 & CSWE 6</p> <p>Objectives: Ethics 1 & Engagement</p> <p>Readings:</p> <ul style="list-style-type: none"> • Connect with God • Barsky (2023) - Chapter 13 "Risk-benefit management" [read full] • Hepworth (2023) - Chapter 19 "The final phase: Evaluation and termination" [read full] <p>Preparation:</p> <ul style="list-style-type: none"> • Be able to describe strategies to manage professional risk. • Be able to describe the best practices as they related to ending treatment with a client. <p>Lab:</p> <ul style="list-style-type: none"> • Termination <p>Skills practice:</p> <ul style="list-style-type: none"> • Discharge summary (skills practice 14) 	<p>Lab 14</p> <p>Participation 14</p>
Th Dec 12 Thursday	Exam Preparation Day	
Week 16		
M Dec 16 Monday	Final Exam Day	

T Dec 17 Tuesday	Final Exam Day	Skill practice 14 discharge summary (CSWE 7 KVSP) Skill practice final engagement post (CSWE 6 KVSP)
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