I. COURSE PURPOSE

This course, SSS 453, is the second practice course in a two-part continuum in which foundation knowledge, skills, and values for professional social work practice at the baccalaureate level are taught. These courses prepare students to apply the generalist perspective to social work practice with individuals within the context of their family, groups, and the environment. These courses are taught in conjunction with the student’s field education internship.

Generalist Practice is characterized by its multi-theoretical approach to assessment and multi-method approach to planned change. It is applicable to diverse fields of human services, agency settings, program services, populations, and human problems. Generalist Practice is the foundational knowledge base for professional social work practice. It stems from the primary mission of the social work profession, “To enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty” (National Association of Social Workers, 2008, p.1).

Building upon the values and ethics of the profession and the field agency’s policies and services, the purpose of this course is to teach the social work processes that include engagement, problem/issue/need identification, developmental and theoretical assessment, goal setting, contracting, planned change and intervention, evaluation, and termination. The traditional social work practice paradigm that examines the transactions between persons and their environments is expanded to include current knowledge, skills, and values related to the strengths perspective. Attention to variability in human experience is incorporated into the course to support culturally competent generalist practitioners in order to meet the needs of diverse client systems and populations, create effective social services, and promote social and economic justice.
II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE), the association representing undergraduate and graduate programs of professional social work education in the United States, uses Educational Policy and Accreditation Standards (EPAS) to accredit programs. The standards support “academic excellence by establishing thresholds for professional competence” (CSWE, 2008). The instruction for this class directly addresses several of the ten core competencies and their related practice behaviors. The competencies and the practice behaviors for this class are as follows:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1.1: Advocate for client access to the services of social work.</td>
</tr>
<tr>
<td>2: Apply social work ethical principles to guide professional practice.</td>
<td>2.1: Recognize and manage personal values in a way that allows professional values to guide practice.</td>
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<tr>
<td></td>
<td>2.3: Tolerate ambiguity in resolving ethical conflicts</td>
</tr>
<tr>
<td>3: Apply critical thinking to inform and communicate professional judgments</td>
<td>3.1: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
</tr>
<tr>
<td>4: Engage diversity and difference in practice</td>
<td>4.2: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
</tr>
<tr>
<td>6: Engage in research-informed practice and practice-informed research.</td>
<td>6.2: Use research evidence to inform practice.</td>
</tr>
<tr>
<td>7: Apply knowledge of human behavior and the social environment</td>
<td>7.1: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</td>
</tr>
<tr>
<td>10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>10.1.1: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</td>
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<tr>
<td></td>
<td>10.1.3: Develop a mutually agreed-on focus of work and desired outcomes.</td>
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<tr>
<td></td>
<td>10.2.1: Collect, organize, and interpret client data.</td>
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<td></td>
<td>10.2.3: Develop mutually agreed-on</td>
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</tbody>
</table>
10.3.3: Help clients resolve problems.

10.3.4: Negotiate, mediate, and advocate for clients.

10.3.5: Facilitate transitions and endings.

II. FURTHER EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able to:

1. To demonstrate effective interviewing techniques with diverse client systems by developing a variety of professional social work interviewing skills.

2. To explore the role of clinical case management as part of Generalist Social Work Practice with individuals and families.

3. To demonstrate increased awareness of social and economic justice issues as they impact on client system functioning.

4. To apply social work values and ethics in the delivery of social services.

IV. COURSE REQUIREMENTS

A. Required Texts and Readings


B. Recommended Readings


C. Other Recommended Resources and Media

See course outline for additional readings. All readings not in the required text are posted on Blackboard.
D. Course Assignments

1. Reflection Paper – 10%
2. Psychosocial assessment: Part I – 30%
3. Psychosocial assessment: Part II – 30%
4. Group Observation Paper - 20%
5. Attendance and Class Participation – 10%

E. Grading Policy: The university grading system will be utilized (see policy in bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation and the two NCSSS required papers.

F. Attendance and Participation

1. Students are expected to attend all class sessions, to arrive at classes on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences will result in a reduction of the final grade.

2. No laptops or other electronic devices are permitted in the classroom, unless you have a specific documented learning disability. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom. Recording devices should only be used with the permission of the instructor and should be turned off at the request of the instructor or class participants when requested in the event that personal or confidential information is being discussed.

3. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises.

4. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate.

G. Course and Instructor Evaluation:

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations will serve as a basis for ongoing course revisions.
V. CLASS EXPECTATIONS

Scholastic Expectations:

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

Academic Honesty:

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

Accommodations:

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify themselves with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. If so, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

Late Papers:

It is expected that students will turn in papers by the due date specified in the syllabus. If you should need an extension, the student must discuss this with the instructor at least 48 hours ahead of the due date (excluding weekends and/or holidays).

Other Information/Supports:

A. The Center for Academic Success provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Academic Coaching, Individual Skills Meetings, Peer Mentoring, and more. Phone: (202) 319-5655 Email: cua-academicsuccess@cua.edu Web: success.cua.edu

B. The Writing Center provides free, one-on-one consultations with trained graduate instructors for writing projects across all disciplines at any stage of the process, from brainstorming to revising. Appointments in the main location, 202 Pryz, can be scheduled in advance online (http://english.cua.edu/wc/). Drop-in appointments are also welcome based on availability in the Pryz and at the satellite location in the Mullen Library Lobby (see website for days and hours). Phone: (202) 319-4286 Email: cua-writingcenter@cua.edu Web: english.cua.edu/wc/
C. Blackboard Tracking

Blackboard Learn automatically records all students’ activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, chat room discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty, or to verify academic honesty.

D. Communication

It is the responsibility of the student to communicate promptly with the instructor either immediately after class or via email. Email is a professional-style communication method and should be written accordingly. Additional instruction on appropriate composition of email communication will be part of the orientation lecture.
## 605 – Class Schedule with Corresponding Dates and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Session</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
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<td>9/7</td>
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<td>9/14</td>
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<td>9/21</td>
<td>4</td>
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<tr>
<td>9/28</td>
<td>5</td>
<td>Journal Reflection Paper</td>
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<td>10/5</td>
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<td>10/12</td>
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<td>11/9</td>
<td>11</td>
<td>Biopsychosocial-Spiritual Assessment Part I DUE</td>
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<td>11/16</td>
<td>12</td>
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<td>11/23</td>
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<td>Thanksgiving Recess</td>
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<tr>
<td>11/30</td>
<td>13</td>
<td>Biopsychosocial-Spiritual Assessment Part II DUE</td>
</tr>
<tr>
<td>12/7</td>
<td>14</td>
<td>Group Observation Paper Due</td>
</tr>
</tbody>
</table>
CLASS SCHEDULE

1. OVERVIEW OF THE COURSE

2. OVERVIEW OF THE PROFESSION
   • Purpose of social work
   • History of the profession
   • History and mission of the social work profession
   • Generalist practice

Required Readings:


Recommended Readings:

3. CONTEXT OF PRACTICE
   • The agency
   • Code of Ethics
   • SW values
   • Confidentiality
   • Boundaries
   • duty to warn
   • agents of change

Required Readings:
Corcoran – Chapter 12, pp. 183-197, “Ethics”

4. **PLANNED CHANGE OVERVIEW**
   a. The elements of the problem solving process (Perlman)
   b. Case management and social work

**Required Readings:**

Corcoran – Introduction, pp. 5-11, “Introduction and overview”


**UNIT I: ENGAGEMENT**

5. **ENGAGING CLIENTS**
   - relationship building
   - therapeutic alliance

**Required Readings:**

Corcoran – Chapter 1, pp. 15-26, “Meeting clients”

Corcoran – Chapter 2, pp. 27-46, “Engagement techniques”

Grady & Dombo – Chapter 3, pp. 21-27, “Cultural and identity issues in practice”

Grady & Dombo – Chapter 4, pp. 28-38, “Your role and relationship with your clients”
6. INTERVIEWING CLIENTS
- techniques and skills
- Solution-focused therapy questions (goal, exception, scaling, coping, what’s better)
- motivational interviewing framework

Required Readings:
Corcoran – Chapter 3, pp. 50-59, “Exploring the problem with open-ended questions”

Corcoran – Chapter 4, pp. 61-78, “Exploring the problem with reflecting statements”

Corcoran – Chapter 5, pp. 79-89, “Exploring the advantages and disadvantages of the problem and change”

Grady & Dombo – Chapter 5, pp. 42-49, “The first session”

Recommended Readings:


UNIT II: ASSESSMENT

7. ESTABLISHING SPECIFIC ISSUE TO BE ADDRESSED (PROBLEM IDENTIFICATION)
- data collection related to personal and environmental facts of the case
- client strengths (capacities, assets, and resources)
- risk, resilience, and protective factors (micro, mezzo, macro levels)
- client worldview (diversity perspectives in all its forms)

Required Readings:
Grady & Dombo – Chapter 6, pp. 50-62, “Assessment”

Grady & Dombo – Chapter 7, pp. 63-72, “Asking the difficult questions: What to ask and how to respond”

Grady & Dombo – Chapter 8, pp. 73-83, “Assessing the safety of the client”

Grady & Dombo – Chapter 7, pp. 63-72, “Assessing safety of others in relation to the client”
8. **ASSESSMENT**

a. Application of explanatory theory/concepts to the client situation (psychodynamic, learning, and systems theories);

b. professional redefinition of the situation

**Required Readings:**
Corcoran – Chapter 6, pp. 90-117, “Exploring the solution”

Grady & Dombo – Chapter 11, pp. 107-123, “Role of theory in social work practice”


9. **INTRODUCTION TO ASSESSING AND WORKING WITH FAMILIES**

c. family developmental life cycle
d. horizontal and vertical stressors
e. non-traditional family patterns and special patterns (LGBTQ and divorce/blended)

**Required Readings:**


**UNIT III: INTERVENTION AND EVALUATION**

10. **PLANNING FOR CHANGE**

a. Formulating a contract for interventions

b. establishing a goal, objectives (AEB), and tasks (AEB

c. how to review the literature for empirically supported interventions tied to the situation
**Required Readings:**
Corcoran – Chapter 7, pp. 121-133, “Goal setting”

Grady & Dombo – Chapter 10, pp. 95-106, “Evidence-based practice and how to use research in treatment planning”

Grady & Dombo – Chapter 13, pp. 135-144, “Planning for change and setting goals”

**11. MONITORING PROGRESS; EVALUATION; TERMINATION**
- Strategies for how to assess for progress
- How to determine when to terminate
- Types of terminations

**Required Readings:**
Corcoran – Chapter 11, pp. 173-182, “Evaluation and Termination”

Grady & Dombo – Chapter 14, pp. 147-157, “Endings”


**12. INTERVENTION PHASE**
- Intervention Phase of Engaging with Clients
- Specialized interventions: Crisis Intervention and Case Management

**Required Readings:**
Corcoran – Chapter 8, pp. 134-147, “Intervention: Problem-solving”

Grady & Dombo – Chapter 12, pp. 124-134, “The middle phase”


**13. INTRODUCTION TO GROUP WORK**
- definition of group
- classification of groups
- Group interventions: treatment groups; task groups
Required Readings:


14. COURSE REVIEW AND SUMMARY

- Course reflections
- The link between micro-mezzo-macro social work

Required Readings:


ASSIGNMENT 1: PERSONAL REFLECTION JOURNAL ENTRY

Assignment Goal:
In order to be effective, social workers must be self-reflective, which includes being aware of our challenges with difficult topics, the types of clients with whom we are more likely to struggle with, to name a few. This assignment is to help you to begin what will need to be a life-long process of self-reflection as you integrate your course material into your identity as a professional social worker.

Assignment Description:
Listed below are a series of topic areas/questions. Students are asked to pick ONE of the questions and write a 2-3 page reflection journal to address the questions under each topic area. Students need to include at least TWO course readings and discuss how those readings have influenced their thinking in some way, such as by challenging their previous thinking or expanding their self-understanding in some way. Students will be graded on the criteria below.

Topic areas:
1. Interaction Styles: Consider how you interact with acquaintances, friends, family and people you do not know. In what ways do your interactions differ depending on the person with whom you are interacting? How are your personal relationships different from professional relationships?
2. Working with Difference: Think about your life experiences with others so far. What have been your experiences with people from diverse backgrounds and circumstances? Consider some of the “dimensions of difference” addressed in Diversity class: e.g., race, ethnicity, immigrant status, religion/spirituality, sex and gender, sexual orientation, age, disability, and socio-economic status. What steps might you take to increase your exposure to and understanding of people with different lived experiences than your own?
3. Challenging Topics: Is there a topic you would be uncomfortable in addressing if it were brought up by someone else (e.g., suicidality, sexual abuse, unwanted pregnancy, sexual orientation, alcohol/substance abuse, violence towards others)? How might you use what you have learned so far this semester to respond to your own discomfort, as well as to the person wanting to discuss the issue with you?
4. On Being a Social Worker: What is the most important thing you have learned about social work since starting the program that you think is immediately applicable to your career? What influenced you to pursue a career in social work versus another helping profession? How do your values fit with social work?

The student has demonstrated the following: | Points |
---|---|
Answered each question thoroughly and completely under each topic area. | 30 |
Demonstrated reflection and thoughtfulness in answers | 25 |
Demonstrated how the course readings influenced his/her thinking about the topic | 25 |
Included at least two readings from course materials | 5 |
Followed APA formatting rules, including general formatting and references (in text and reference page) | 5 |
Written a paper that is professional with no written errors, typos, or grammatical errors | 10 |
Total Score | 100 |
ASSIGNMENT 2: PSYCHOSOCIAL ASSESSMENT – PART 1

Assignment Goal:
A critical part of social work practice is to effectively communicate client information in a non-judgmental and balanced way. This assignment is designed to help students to understand how to gather client information and present it in a professional manner.

Assignment Description:
At the beginning of the semester, students should discuss with their field supervisor the requirements of this assignment, as it requires that students be able to interview a client at their field placements to gather the information listed below.

These instructions are part one of a two part assignment. In this first part, students are to interview a client and then summarize the required information. Students are to attempt to use non-judgmental language, present facts only, avoid colloquial language, provide quotation marks when appropriate, and identify the source of the information (e.g. according to the client; according to client records; the client’s parents stated). The paper should be no longer than 10 pages not including the title and reference pages, and should integrate at least two readings from the course.

Components to be included in the Psychosocial Assessment (10 pages): Part I

I. Agency context
   a. Describe briefly the purpose and mission of the agency
   b. What types of services are provided
   c. What is the primary client population served by the agency

II. Referral Information
   a. How did the client(s) come to be at this agency?
   b. Is the client self-referred, involuntary, or some of each?
   c. What does the client say about his/her purpose for being there?

III. Client information (brief introduction)
   a. Identifying information including: age, gender identity, marital and/or partner status, sexual orientation, race, ethnicity, social class, income source(s), children, health status, spiritual affiliation.
   b. Provide a brief physical description.

IV. Client issue and brief history of the issue
   a. What is the primary issue that brought the client to the agency?
   b. How does the client view her/his concerns/issues? How do other people, i.e. family friends, agency, you or any other relevant individuals view the concerns/issues?
   c. When did these concerns/issues begin?
   d. How has the client dealt with these concerns/issues in the past?
   e. What would the client most want help with?
V. Client data
   i. Developmental history (Relevant childhood and family or origin information)
   ii. Medical history (medical concerns – past or present)
   iii. Mental health history (past history and other relevant issues, incl. substance use)
   iv. Educational history (i.e. level of education, significant info about schooling)
   v. Social history (i.e. friendships, social connections, partnership histories)
   vi. Employment history (past and present)
   vii. Military history (note if served or not and if so, any significant related information e.g. combat history, deployment status)
   viii. Legal history (i.e. arrests, incarceration history)
   ix. Family information:
      1. life cycle stage
      2. vertical and horizontal stressors
      3. Include a genogram
   x. Environmental context:
      1. Ecomap
      2. Environmental assets/stressors (i.e. neighborhood, housing, class status, access to services, membership in privileged or marginalized groups)
   xi. Strengths/resilience/protective factors
   xii. Unique qualities
      1. Culture and diversity identity
      2. Other information of relevance

<table>
<thead>
<tr>
<th>The student has demonstrated the following:</th>
<th>Points</th>
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<tbody>
<tr>
<td>Answered each question thoroughly and completely following the description</td>
<td>10</td>
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<tr>
<td>described in the assignment above for each of the required sections:</td>
<td></td>
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<tr>
<td>Agency context</td>
<td>10</td>
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<tr>
<td>Referral information</td>
<td>10</td>
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<tr>
<td>Client information</td>
<td>10</td>
</tr>
<tr>
<td>Client issue and brief history of the issue</td>
<td>20</td>
</tr>
<tr>
<td>Client data</td>
<td>30</td>
</tr>
<tr>
<td>Included at least two readings from course materials</td>
<td>5</td>
</tr>
<tr>
<td>Followed APA formatting rules, including general formatting and references</td>
<td>5</td>
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<tr>
<td>(in text and reference page)</td>
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<tr>
<td>Written a paper that is professional with no written errors, typos, or grammar</td>
<td>10</td>
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<td>tical errors</td>
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<tr>
<td>Total Score</td>
<td>100</td>
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</table>
ASSIGNMENT 3: PSYCHOSOCIAL ASSESSMENT – PART II

Assignment Goal:
The purpose of this assignment is to help students to integrate their theory and practice knowledge to create theory-informed intervention plans.

Assignment Description:
Using the client information gathered in part one of this assignment, students will use an explanatory theory from their Human Behavior in the Social Environment class to explain the primary client issue. This explanation is NOT a resummarization of the case, but rather an explanation of WHY the client is experiencing the issues now based on the concepts of the theory. Students should also consider strengths as well as environmental challenges that may be contributing to the clients’ current issues. Based on this explanation, students will develop a potential intervention plan that is written using SMART format. In addition, the student will identify a method to evaluate the intervention plan and prepare a termination plan. While this assignment may be hypothetical in that it is possible that the student will not have the opportunity to implement the plan, students should write this assignment as if they were planning on carrying out the plan attempting to make it as realistic as possible.

This assignment should include at least two course readings, and be no more than 5 pages in length, not including the title or reference pages. In addition, the paper should follow APA formatting rules.

Components to be included in the Psychosocial Assessment (5 pages): Part II

I. Application of explanatory theory/concepts to the client issue
   a. Using a theory from HBSE, explain the presenting client issue – do not resummarize the case
   b. In other words, why is the client as he or she is presenting now?
   c. Students should include at least 2 concepts from the theory to apply to the case.

II. Intervention plan description:
   a. Using the problem-solving model, describe the primary needs of the client
   b. This section should demonstrate the link between the explanatory theory and the proposed intervention plan

III. Intervention plan:
   a. ONE goal, TWO objectives (AEB) for the ONE goal, and 3-5 tasks

IV. Prepare a termination plan
   a. Propose one method to evaluate the effectiveness of the intervention plan and provide a rationale as to why this method would be appropriate
   b. While considering the evaluation method, prepare a termination plan that considers the client factors and circumstances, including but not limited to access to services and program limitations/requirements
Grading Criteria:

<table>
<thead>
<tr>
<th>The student will be graded on the following criteria:</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Application of Explanatory Theory</td>
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<tr>
<td>Accurately applied at least two concepts from the theory to the case</td>
<td>15</td>
</tr>
<tr>
<td>Clearly used the theory to <em>explain</em> the client(s)’ issue rather than resummarize it</td>
<td>15</td>
</tr>
<tr>
<td>The intervention plan description links the explanatory theory and the proposed plan, while integrating concepts from the problem-solving model</td>
<td>10</td>
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<tr>
<td>Intervention plan</td>
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<tr>
<td>Includes one goal, two objectives, and 3-5 tasks that are appropriate to the client’s presenting issue</td>
<td>10</td>
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<tr>
<td>SMART formatting is followed for the goals, objectives, and tasks</td>
<td>5</td>
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<tr>
<td>Termination plan</td>
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<tr>
<td>The proposed intervention evaluation is appropriate</td>
<td>10</td>
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<tr>
<td>Student has provided a clear and logical rationale for the proposed evaluation plan</td>
<td>5</td>
</tr>
<tr>
<td>The proposed termination plan is appropriate and realistic, taking in to account the context of the service being provided</td>
<td>10</td>
</tr>
<tr>
<td>Included at least two readings from course materials</td>
<td>5</td>
</tr>
<tr>
<td>Followed APA formatting rules, including general formatting and references (in text and reference page)</td>
<td>5</td>
</tr>
<tr>
<td>Written a paper that is professional with no written errors, typos, or grammatical errors</td>
<td>10</td>
</tr>
<tr>
<td>Total Score</td>
<td>100</td>
</tr>
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</table>
ASSIGNMENT 3: GROUP OBSERVATION PAPER

Assignment Goal:
The goal of this assignment is for students to learn about social work groups through observation and reflection.

Assignment Description:
Students are to attend ONE group session, either at his/her agency or in the community. If there is not a group at the student’s placement, the student can talk with his/her 605 instructor regarding other community group options. After the student has attended the group, the student should summarize the following information in a 2 page reflection paper. Students should include at least 2 references to class readings to support their observations.

Students should address the following areas in the Observation Paper:
- Type of group (treatment or task)
- Relationship of the group to agency mission and purpose
- Group purpose
- Membership criteria/selection criteria if any
- Size and composition of the group
- Open vs. closed?
- Student observations:
  - Level of engagement of group members
  - Structured or unstructured format?
  - Any group norms?
  - Any ethical issues raised?
  - Any other observations noted by student

<table>
<thead>
<tr>
<th>The student has:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Answered each question listed in the assignment.</td>
<td>30</td>
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<tr>
<td>2. Provided thoughtful observations regarding his/her observations</td>
<td>30</td>
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<tr>
<td>3. The student has incorporated at least 2 readings from the course (can be from any week’s readings)</td>
<td>20</td>
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<tr>
<td>4. Used correct APA formatting throughout the paper</td>
<td>10</td>
</tr>
<tr>
<td>5. Demonstrated clear, graduate-level writing with no errors</td>
<td>10</td>
</tr>
<tr>
<td>Final Grade</td>
<td>100</td>
</tr>
</tbody>
</table>
Assignment 4: Professional Conduct

Class participation is more than mere attendance. It is arriving on time, reading the assigned material, preparing for class with questions, contributing appropriately to class discussions, doing assignments, and participating in class activities. The class participation grade is a subjective grade given by the professor. The professor will use this matrix to determine the class participation grade (modified from Maznevski, M. (1996). Grading Class Participation. Teaching Concerns. http://www.virginia.edu/~trc/tcgpart.htm).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class Participation Criteria</th>
<th>(Carpenter-Aeby, 2001)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 No effort</td>
<td>Absent</td>
<td>No effort, disruptive, disrespectful.</td>
</tr>
<tr>
<td>60-70 Infrequent Effort</td>
<td>Present, not disruptive (This means coming in late.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tries to respond when called on but does not offer much.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates very infrequent involvement in class.</td>
<td></td>
</tr>
<tr>
<td>70-80 Moderate Effort</td>
<td>Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offers straightforward information (e.g. straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates sporadic involvement.</td>
<td></td>
</tr>
<tr>
<td>80-90 Good Effort</td>
<td>Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offers interpretations and analysis of case material (more than just facts) to class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates consistent ongoing involvement.</td>
<td></td>
</tr>
<tr>
<td>90-100 Excellent Effort</td>
<td>Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offers analysis, synthesis, and evaluation of case material, e.g. puts together pieces of the discussion to develop new approaches that take the class further.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggest alternative ways of approaching material and helps class analyze which approaches were effective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates ongoing very active involvement.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Pts</strong></td>
<td><strong>100 points</strong></td>
<td></td>
</tr>
</tbody>
</table>