THE CATHOLIC UNIVERSITY OF AMERICA

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SSS 453
Generalist Social Work Practice with Individuals, Families and Groups
Fall 2015
(3 credits)
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I. COURSE PURPOSE

This course, SSS 453, is the first part of the two-semester course continuum in
which foundation knowledge, skills, and values for professional social work
practice are taught. These courses prepare students to apply the generalist
perspective to social work practice with individuals within the context of their
family, treatment groups, and the community. The second semester course, SSS
454, prepares students to apply the generalist perspective to social work practice
with task groups, organizations, and communities.

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” (NASW, 2008, p.
1).

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Building upon the values and ethics of the profession, the purpose of this course is to teach the planned change social work process that includes engagement, problem/issue/need identification, developmental and theoretical assessment, goal setting, contracting, intervention, evaluation, and termination. The social work practice paradigm that examines the transactions between persons and their environments is expanded to include knowledge, skills and values related to an empowerment perspective, a strengths perspective, and a risk and resilience framework to engender culturally competent generalist practice in order to meet the needs of diverse client systems and populations at risk, create effective social services, and promote social and economic justice.

III. COMPETENCIES AND PRACTICE BEHAVIORS
The Council on Social Work Education (CSWE) has published a list of 10 core competencies for social work education (CSWE, 2008). Upon completion of this course, students will be able to demonstrate the following practice behaviors within the competencies appropriate for this course. The following is a list of the competencies and the practice behaviors:

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>PRACTICE BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly</td>
<td>Advocate for client access to the services of social work</td>
</tr>
<tr>
<td>Apply social work ethical principles to guide professional practice</td>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
</tr>
<tr>
<td>Apply critical thinking to inform and communicate professional judgments</td>
<td>Attend to professional roles and boundaries</td>
</tr>
<tr>
<td>Engage in diversity and difference in practice</td>
<td>Demonstrate professional demeanor in behavior, appearance, and communication</td>
</tr>
<tr>
<td>Apply critical thinking to inform and communicate professional judgments</td>
<td>Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, statement of Principles</td>
</tr>
<tr>
<td>Engage in diversity and difference in practice</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom</td>
</tr>
<tr>
<td>Engage in diversity and difference in practice</td>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
</tr>
<tr>
<td>Engage in diversity and difference in practice</td>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
</tr>
<tr>
<td>Engage in diversity and difference in practice</td>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
</tr>
<tr>
<td>Engage in diversity and difference in practice</td>
<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
</tr>
<tr>
<td>Engage in diversity and difference in practice</td>
<td>View themselves as learners and engage those with whom they work as informants</td>
</tr>
</tbody>
</table>

Revised 7/08/2015
### IV. COURSE REQUIREMENTS

#### A. Required Texts


#### B. Recommended Text


#### C. Additional Required Readings

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

Revised 7/08/2015
D. Course Assignments – See Appendices for details on each assignment

1. Unit tests: 30%
   a. There will be THREE multiple choice tests. Please see syllabus schedule for specific dates. Each test is worth 10% for a total of 30% of the final grade.

2. Journal assignment: 30%
   a. There are three journal entries (5% each) over the course of the semester that students must turn in. They are each worth 5% for a total of 15% percent of the final grade.
   b. At the end of the semester students will complete a journal summary assignment that will also include course readings. The Journal Summary Assignment is worth 15% of the final grade.

3. Bio-psycho-social-spiritual assessment: 30%
   a. Students will complete an assessment in groups of 4-5 (depending on class size) using the outline provided based on a film provided by the instructor.
      - There will be just one assignment turned in per group.
   b. This assignment will be completed using Wikis on Blackboard so all members of the group can participate.
   c. The total for the Bio-psycho-social-spiritual Assessment Assignment is 25%.
   d. In addition, as part of the grade for the Assessment Assignment, classmates will grade each other’s participation in the group project by completing an on-line survey for each of their group members on his/her participation in the assignment. The average of the peer group grades will be worth 5% of total grade in course.

4. Class participation: 10%
   a. 10%
   b. See class participation grid.

E. Grading Policy

Grades will be based on the CUA Grading Policy as described in the Undergraduate Announcements. Assignments are to be submitted to the instructor on the date due. Unless you have prior permission from the instructor, five points will be deducted for each day the assignment is submitted late. Extensions will not be granted the day an assignment is due. The paper is due at the beginning of class and will be considered late if it is turned in later.
than that. 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). No credit will be given for assignments submitted after they have been reviewed in class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
<tr>
<td>F*</td>
<td>Administrative Failure</td>
</tr>
</tbody>
</table>

F. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued. See the end of the syllabus for detailed information regarding the grade for professional conduct related to preparation, attendance, and class participation.

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 requests.
V. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements. NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations

All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Behavioral Requirements: (Please refer to the grid for more details)

Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
- Use an appropriate level of class time and instructor’s time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.

C. 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 (http://graduatesudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. Confidentiality

Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning.
purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. Accommodations
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you much present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

F. Use of Electronic Devices
Laptops or other electronic devices generally are not permitted in the classroom, unless you have the appropriate paperwork from DSS. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom.

G. Blackboard Tracking
Blackboard 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.

Class Schedule with Corresponding Dates and Assignments

<table>
<thead>
<tr>
<th>Date</th>
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<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>9/9</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>9/16</td>
<td>9 AM Convocation for Class of 2019</td>
<td>Journal 1</td>
</tr>
<tr>
<td>9/23</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9/30</td>
<td>4</td>
<td>Test on Class 1-4</td>
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Revised 7/08/2015
<table>
<thead>
<tr>
<th>Date</th>
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<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>10/7</td>
<td>5</td>
<td>Journal 2</td>
</tr>
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<td>10/14</td>
<td>6</td>
<td>Journal 3</td>
</tr>
<tr>
<td>10/21</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>10/28</td>
<td>8</td>
<td>Test on Class 5-8</td>
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<tr>
<td>11/04</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>11/11</td>
<td>10</td>
<td>Journal Reflection Paper</td>
</tr>
<tr>
<td>11/18</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>11/25</td>
<td></td>
<td>Thanksgiving recess begins</td>
</tr>
<tr>
<td>12/02</td>
<td>12</td>
<td>Biopsychosocial-spiritual assessment</td>
</tr>
<tr>
<td>12/09</td>
<td>13</td>
<td>Test on Class 9-13</td>
</tr>
</tbody>
</table>

**CLASS SCHEDULE**

**UNIT ONE: THE PROFESSION, VALUES, AND GENERALIST PRACTICE**

1. **The Profession and the Roots of Direct Practice**
   - Introduction and overview of the course
   - Profession defined
   - History and mission of the social work profession
   - Bio-psycho-social-spiritual components of human development and functioning
   - Overview of generalist practice method; Direct practice
   - Social work values and ethics and the NASW Code of Ethics
   - Confidentiality, informed consent, duty to report and warn, safety, involuntary clients

**Required Readings:**
Bogo – Ch. 1 The context of practice: The social worker (pp. 3-34)


Revised 7/08/2015
2. **Assessment for Safety Issues and the Importance of Self-Care**
   - Assessing for safety issues: abuse; neglect; danger to self and other
   - Assessing for others issues of concern: MH; substance abuse; and trauma
   - Impact on work on the worker: Beginning awareness of vicarious trauma, secondary traumatic stress, compassion fatigue and burnout
   - Importance of self-care and safety awareness for worker

**Required Readings:**


3. **Generalist Practice Today: The Role of Evidence-Based Practice Process, Strengths, and Empowerment**
   - The helping process
   - A strengths and empowerment perspective practice
   - Evidence-based practice process
   - Ecological systems perspective

**Required Readings:**


Revised 7/08/2015
UNIT TWO: RELATIONSHIP BUILDING AND CONDUCTING BIO-Psycho-Social- SpirItual Assessment

4. Social Work Assessment and the Role of Theory
   - Application of theories of development and human behavior to facts of the case in assessment – link to HBSE explanatory theories and how they fit with change theories
   - Conceptual framework: Ecological systems, risk and resilience, strengths, multicultural
   - *The Bio-Psycho-Social-Spiritual Assessment* – what does this actually look like? What is included?

   **Required Readings:**


5. Building the Relationship
   - Communication
   - Use of self, relationship, reflexivity, and engagement
   - Boundaries – self-disclosure and other related issues (i.e. technology and professional behavior)

   **Required Readings:**
   Bogo – Ch. 2 The context of practice: Diversity and key concepts (pp. 35-61)

   Bogo – Ch. 3 The helping relationship: Characteristics and concepts (pp. 62-94)

   Bogo – Ch. 4 The helping relationship: Further dimensions (pp. 95-117)

6. How to Gather Information and Identify the Client Issues
   - Exploration and problem identification
   - Assessment from a post-modern, collaborative perspective
   - Bio-psycho-social-spiritual data
Required Readings:
Bogo – Ch. 6 The beginning stages: Preparation, initial meeting, understanding/assessment (pp. 143-175) Bogo –

Ch. 9 Interviewing skills (pp. 229-282)


7. **Assessment of Family and Environmental Factors**
   - Interaction of multiple systems in human problems; assessment from a systems perspective
   - Family life cycle and family functioning
   - Vertical and horizontal stressors
   - Family resiliency
   - Ecomaps and genograms

Required Readings:


8. **Generalist Practice with Treatment Groups**
   - Defining group
   - Classification of groups
   - Group dynamics and culture
   - Leadership
   - Moving from mezzo to macro (looking forward to Practice III)

Revised 7/08/2015
Required Readings:


9. **Formulating a Contract for Measurable Change and Planning for Treatment**
   - Writing a treatment plan using SMART format
   - Evidence-based practice process
   - Evaluating of practice
   - Managing barriers to change

Required Readings:


UNIT THREE: IMPLEMENTING CHANGE

10. **Specific Direct Service Models for Generalist Direct Service with Vulnerable Individuals**
   - FROM HBSE: Psychodynamic Change Models
   - Overarching concepts that link these models – i.e. importance of relationships as change agent
   - Use of relationship: countertransference and transference
   - Relational case management
   - Importance of linking theory to practice
     - How do our explanatory theories link to interventions
     - Role of theory in planning for practice
   - Common factors

Required Readings:
Bogo – Ch. 5 Toward understanding change (pp. 118-140)

Bogo – Ch. 7 The middle stage: Bringing about change (pp. 176-212)


11. Specific Direct Service Models for Generalist Direct Service with Vulnerable Individuals II

- FROM HBSE: CBT Models of Change
- Cognitive theory of change
- Behavioral theory of change
- Combination in CBT and how the change process works here

Required Reading


12. Specific Direct Service Models with Families: Enhancing Family Functioning and Relationships

- Family Structure and alignment
- Family Functioning
- Family Communication
- Family Strengths
- FROM HBSE: General Systems theory: Structural Family Therapy Strengths approach
- Using solution-focused therapy as a complement to other models of intervention

Required Reading


13. **Crisis Intervention and Termination**
   - Crisis intervention skills
   - How different models approach crises and case management
   - Reviewing and Evaluating Progress
   - Client and worker reflection on changes
   - Types of termination
   - Endings as loss and celebration

**Required Reading**

Bogo – Ch. 8 The ending stage (pp. 213-225)

Corcoran – Ch. 11 Evaluation and termination (pp. 174-180)

Appendix A

Guided Journal and Reflection Paper

Objective:
A critical part of social work practice is to reflect on how your work will influence you and how you will influence the work. You, the student, are the primary tool in social work practice. As such, it is essential that students increase their self-awareness and to understand what they bring to the helping process with clients, in whichever client system they are working.

Description:
Over the course of the semester students will be asked to complete three journal entries that will be viewed by the instructor. Students will then complete the Reflection paper based on these entries. Journal entries will be graded for completion, not content, and are required for the reflection paper. Students will be awarded points from 0-2. Students may choose any three questions of the nine provided for journaling. Students are encouraged to select questions that will promote personal and professional growth – ones that require some thoughtful reflection. Students always have the right not to disclose any personal information or information that would make them uncomfortable. Please carefully consider what is shared.

Part I: Journal Topics
The student should choose one topic per entry. The completed journal should be one to two pages in length. The topics are as follows:
1. 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. 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. How do you handle interactions with someone who is very emotional (yelling, crying, angry, immobilized or silly)? In what ways do you express your emotions? How do others tend to respond to you?
4. What messages (explicit and implicit) about yourself and your life did you receive growing up from your family and/or community? In particular, what were you told about your worth as a child or potential as an adult? How do you think these messages shaped your life choices? Do you think these messages are similar to or different from those received by many clients you will serve as a social worker? How would this impact your work with others?
5. How do you respond when interacting with someone who may have very different view from yours? How do you respond if you feel others do not understand your point of view? What would help you complete tasks (in a work environment) if you had to work with someone like this?
6. How do you define conflict? What ways do you typically respond to conflict with others? Given what you have learned so far this semester, what might you do differently in responding to conflict?
7. 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?
8. How do you respond to personal stress (death, trauma, attack, crises)? Who and what do you turn to for support? Given what you have learned this semester, are there other ways that you might go about seeking help and support when needed?
9. What have been your experiences with power? When have you experienced powerlessness and when have you experienced power? How have these experiences shaped how you interact with others? What position is a social work intern in relative to power (powerful? disempowered? A little bit of both?) Explain.

**Part II**: Journal Reflection Paper, five to six pages, with at least five references from the course excluding PowerPoints.

This paper provides an opportunity for students to review the journal entries and reflect on the entries that are most meaningful as students develop a professional sense of self.

1. **Using and citing** the course readings, course discussions, and lectures, make a case for why self-awareness is a critical component in social work practice.
2. What portions in the NASW Code of Ethics supports social workers being self-aware? (Remember to cite the Code of Ethics.)
3. After reviewing your journal entries, which questions were the most interesting, surprising or provocative for you? Why? Given what you have learned this semester across the social work curriculum, how might some of your responses impact your professional work? What areas do you feel you might want to expand on or enhance when engaging in professional relationships? Why?
4. How will you recognize when your response to a particular client and/or client situation needs to be addressed? What would you identify for yourself as a trigger/indicator that needs to be addressed as you think about professional relations?
5. Finally, given what you have written and learned about this semester, what personal strengths will you bring to social work practice?
Grading Criteria for the Journals:

A student can earn up to 2 points per journal, with the highest grade possible of 10 pts.

- 0 = Incomplete or demonstration of little or no effort
- 1 = Minimal effort
- 2 = Sufficient effort made by the student

Grading Criteria for the Journal Reflection Paper

<table>
<thead>
<tr>
<th>The student has:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clearly articulated why self-awareness is a critical component in social</td>
<td></td>
</tr>
<tr>
<td>work practice using course material.</td>
<td>15</td>
</tr>
<tr>
<td>2. Correctly identified and cited the portions in the NASW Code of Ethics</td>
<td></td>
</tr>
<tr>
<td>that supports social workers being self-aware?</td>
<td>10</td>
</tr>
<tr>
<td>3. Answered each of the following questions thoroughly and thoughtfully:</td>
<td></td>
</tr>
<tr>
<td>- After reviewing your journal entries, which questions were the most</td>
<td></td>
</tr>
<tr>
<td>interesting, surprising or provocative for you? Why?</td>
<td></td>
</tr>
<tr>
<td>- Given what you have learned this semester across the social work</td>
<td></td>
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<tr>
<td>curriculum, how might some of your responses impact your</td>
<td></td>
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<tr>
<td>professional work?</td>
<td></td>
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<tr>
<td>- What areas do you feel you might want to expand on or enhance</td>
<td></td>
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<tr>
<td>when engaging in professional relationships? Why?</td>
<td>25</td>
</tr>
<tr>
<td>4. Identified and noted triggers, specifically:</td>
<td></td>
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<tr>
<td>- When to recognize and respond to a particular client and/or client</td>
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<tr>
<td>situation that needs to be addressed?</td>
<td></td>
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<tr>
<td>- Specific triggers/indicators that need to be addressed that might</td>
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<tr>
<td>emerge in a helping relationship</td>
<td>20</td>
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<td>5. Reflected on and listed what personal strengths the student brings to social</td>
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<tr>
<td>work practice?</td>
<td>10</td>
</tr>
<tr>
<td>6. Included at least 5 references from course readings</td>
<td>5</td>
</tr>
<tr>
<td>7. Used correct APA formatting throughout the paper</td>
<td>5</td>
</tr>
<tr>
<td>8. Demonstrated clear, graduate-level writing with no errors</td>
<td>10</td>
</tr>
<tr>
<td>Final Grade</td>
<td>100</td>
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Appendix B

Bio-psycho-social-spiritual Assessment

Objectives:
To be able to demonstrate the capacity to clearly summarize client information, organize
the information professionally, use social work theories to explain a case, and based on
this assessment, propose a treatment plan that is consistent with social work values, the
needs of the client, and grounded in theory and research.

Description:
Students will be placed in groups of four or five (depending on the class size) and
complete this assignment using the Wiki function on Blackboard. Each group will turn in
ONE paper for the group, but each student is expected to contribute equally. The
assessment will be based on a video that will be available on Blackboard. Using the
following guide, the group should provide the information below in a professional
manner as if the paper would be entered in to a client record at an agency.

Students should incorporate at least five references with at least 4 of these to come from
course readings. The paper should be no longer than seven pages.

<table>
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<th>Grade Criteria: The students have clearly described the following information</th>
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<td>Description of the Client</td>
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<td>Presenting Issues and Concerns</td>
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<td>Bio-Psychosocial-Spiritual Issues</td>
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<td>• Biological</td>
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<tr>
<td>• Psychological</td>
<td>5</td>
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<tr>
<td>• Social</td>
<td>5</td>
</tr>
<tr>
<td>• Spiritual</td>
<td>5</td>
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<td>Assessment of Historical Information and Intrapersonal Coping</td>
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<tr>
<td>• Historical influences</td>
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</tr>
<tr>
<td>• Coping capacities</td>
<td>5</td>
</tr>
<tr>
<td>Formulation</td>
<td>10</td>
</tr>
<tr>
<td>Plan for intervention was thoughtful, demonstrating the use of the EBP process and links to the formulation</td>
<td>10</td>
</tr>
<tr>
<td>Treatment goal is written correctly</td>
<td>10</td>
</tr>
<tr>
<td>Termination plan was appropriate and there was a consideration of how to evaluate the intervention in regards to the termination plan.</td>
<td>5</td>
</tr>
<tr>
<td>Eco map and Genogram was clear</td>
<td>5</td>
</tr>
<tr>
<td>How succinctly, clearly, and professionally it was written, with no errors (e.g. typos, grammatical errors)</td>
<td>5</td>
</tr>
<tr>
<td>Course material and appropriate outside materials were incorporated into the document (at least 5.)</td>
<td>5</td>
</tr>
<tr>
<td>APA formatting was followed</td>
<td>5</td>
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<tr>
<td>Total Points</td>
<td>100</td>
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</table>
Outline for Bio-psycho-social-spiritual Assessment
Organize your paper using the following headings/sections

I. Referral (approximately 1 paragraph)
How did the client(s) get to the agency? Is the client self-referred, involuntary, or some of each? What does the client say in his/her own words?

II. Description of the Client (approximately 1 paragraph)
Summarize relevant identifying information including: age, sex, marital and/or partner status, sexual orientation, race, ethnicity, social class, income source(s), children, health status, and any other relevant information.

III. Presenting Issues and Concerns (approximately 2-3 paragraphs)
What is the presenting issue that brings the client to the agency? How does the client view this issue? What are her/his concerns/issues that may differ from the presenting ones? How do other people, view the concerns/issues (e.g., family, friends, agency, you)? What is the client’s affect when discussing these concerns/issues? When did these concerns/issues begin? How has the client dealt with these concerns/issues in the past? What would the client most want help with?

IV. Bio-Psycho-Social-Spiritual Issues (approximately 1-2 pages)
A. Biological: Any health concerns? Physical disabilities, either visible or invisible?
B. Psychological: Any previous history or current involvement of mental health services? Suicidal/homicidal ideation? Any symptoms that put the person at risk for harming self or others? Any history of substance abuse? Current substance abuse?
C. Social: Consider factors such as cultural influences, acculturation and language concerns, if any, and any other social supports, as well as any policy or macro issues that may be relevant to this particular client. Describe the environmental resources and deficits that have an impact on this person. Consider current housing conditions, neighborhood, issues related to power and oppression, access to food, services, safe housing, and other related items.
D. Spiritual: Identify any religious affiliation or identity that was important to the client growing up and/or currently. Is there any current aspect of religion/spirituality that can be viewed as “part of the problem” (e.g., conflicts, unhealed woundedness, unhelpful practices or beliefs)? Is there any aspect of religion/spirituality that can be viewed as “part of the solution” (e.g., connections to a religious/spiritual community; relationship with religious/spiritual leader, director or guide; and/or other spiritual resources, such as nature, creative endeavors, cultural practices)?

V. Assessment of Historical Information and Intrapersonal Coping (approximately 2-3 paragraphs)
A. Summary of most important or influential events and cultural context: Describe any important or influential events in the client’s life that have not already been mentioned above. Describe family, work, and the social relationships that are relevant to an understanding of the problem. Summarize relevant material about client’s childhood, relationships with family of origin, cultural context, school and work history, and intimate relationships.
B. Coping Strengths and Weaknesses: What are the client’s strengths/challenges? How do the client’s strengths/challenges as well as social institutional resources and obstacles facilitate or inhibit the clients mastering current issues/concerns? What are the ways the client has learned to cope with stressors? What role do current life cycle tasks play in

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relation to the concerns/issues that have been identified? What cultural components may influence coping styles?

VI. Formulation (approximately 1 page)
Develop a brief, clear bio-psycho-social-spiritual summary of the above material, which integrates relevant developmental, family, social, and cultural issues, using a theory from the HBSE course as your explanatory theory.

VII. Plan for Intervention (approximately 1-2 paragraphs)
1. Using the EBP process, propose a treatment plan that provides a rationale in one paragraph demonstrating how you considered: 1) client factors; 2) your expertise; and 3) the best available research in making this recommendation for the proposed plan. You are expected to include references here that may include references from outside the course.
2. Drawing upon the formulation and the EBP process describe your plan for intervention that is linked to your explanatory theory and reflects one of the generalist practice models presented in the course. The description of your plan needs to include a clear rationale for why you are proposing the use of the identified model. Display ONE proposed goal using the following format. Remember the goal should be written in the SMART format and use positive/future oriented language.

VIII. Goal

<table>
<thead>
<tr>
<th>Overarching Goal:</th>
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<tbody>
<tr>
<td>Objective One</td>
</tr>
<tr>
<td>Intervention Tasks for Objective One</td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>Objective Two</td>
</tr>
<tr>
<td>Intervention Tasks for Objective Two</td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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IX. Termination (approximately 1-2 paragraphs)
Write a termination plan and discuss how you would monitor and evaluate the effectiveness of your practice.

X. Ecomap and Genogram: Complete an ecomap including as many of the influences described above as seem relevant to an understanding of this client in environmental context. In addition, include a genogram for the client. Both should include a key and completed using word processing software. This should be included as part of the document as an Appendix and does not count in the overall page count.
Appendix C
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/~tjc/tcgp.htm).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class Participation Criteria</th>
<th>(Carpenter-Aeby, 2001)</th>
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<tbody>
<tr>
<td>0 No effort</td>
<td>Absent</td>
<td>No effort, disruptive, disrespectful.</td>
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<tr>
<td>60-70 Infrequent Effort</td>
<td>Present, not disruptive (This means coming in late.)</td>
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<td></td>
<td>Tries to respond when called on but does not offer much.</td>
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<td></td>
<td>Demonstrates very infrequent involvement in class.</td>
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<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>
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<td></td>
<td>Offers straightforward information (e.g. straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</td>
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<td></td>
<td>Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</td>
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<td>Demonstrates sporadic involvement.</td>
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<tr>
<td>80-90 Good Effort</td>
<td>Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.</td>
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<td>Offers interpretations and analysis of case material (more than just facts) to class.</td>
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<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>
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<tr>
<td></td>
<td>Demonstrates consistent ongoing involvement.</td>
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<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>
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<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>
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<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>
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<td>Demonstrates ongoing very active involvement.</td>
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| Total Pts | 100 points |

Revised 7/08/2015