I. COURSE DESCRIPTION
SOWK 4283 is an advanced capstone seminar for students enrolled in the BSW Honors Program. It enables students to integrate the theory, knowledge, values, skills, ethics, and ethno cultural competence with emphasis on borderland of generalist social work practice. Prerequisites: Formal admission to field placement, SOWK 3320, 3330, 3355 and 3358. Co-requisite: 4480. It is recommended that SOWK 3358 be taken concurrently with SOWK 4283.

II. COURSE OBJECTIVES

KNOWLEDGE
1. To understand the role of theory as part of practice in multicultural, border region setting and in micro, mezzo and macro social systems.
2. To understand the constraints and opportunities in service delivery to clients within organizational contexts of social service agencies.
3. To understand the nature of evaluating self in practice.

VALUES
4. To recognize and acknowledge the professional self in practice.
5. To recognize, acknowledge, and validate client diversity.
6. To commit to ethical professional relationships in service delivery.
7. To promote social and economic justice.
8. To validate the need for specialized services for populations at risk.
9. To acknowledge the dignity and worth of the individual in all service.

SKILLS
10. To demonstrate the ability to differentiate between personal and professional values and identify how these may create ethical practice dilemmas.
11. To demonstrate the ability to conduct focused, goal oriented interviews with individuals and families.
12. To demonstrate the ability to apply critical thinking through problem solving methods to assessment and the identification of problems.
13. To demonstrate the ability to develop comprehensive bio-psycho-social assessments and goal oriented intervention plans.
14. To demonstrate the ability to assess client strengths and resources.
15. To demonstrate the ability to identify how external environmental, social, and ethno cultural factors affect how vulnerable, exploited or oppressed populations respond to social service agencies and/or social work intervention at the micro, mezzo and macro levels.
16. To demonstrate the ability to use problem solving skills to identify and assess individual, family, group or community needs at the mezzo level and the use of known community resources for referral purposes.
17. To demonstrate the ability to utilize state of the art social sciences publications and academic research to enhance and/or improve generalist social work practice at the micro, mezzo, or macro levels.

III. REQUIRED TEXTS
Tevera ******* No purchase necessary

Readings

2) Field Manual of the UTEP Program
3) Required reading packet on reserve in the library.
August 26  WEEK 1  
Overview of the Field Practicum Experience  
Review of Readings and Assignments  
Review of Field assessment, Learning Agreement, Field Logs  
Discussion The role of Critical Thinking in the practicum and as social workers  
Learning agreement exercise  
Readings  

Sept. 2  WEEK 2  
Review of the Problem Solving Model  
Discussion Agency context and analysis  
Readings  
Birkenmaier & Berg-Weger, From Chapter 5 - Gathering Information - pages 110-111.  
Due  
Agency intake and/or assessment forms  
Agency Safety Policy  

Sept. 9  WEEK 3  
Review of person in the environment (“PIE”) models  
Discussion Safety in the agency context  
Readings  
Due  
Journal 1  

Sept. 16  WEEK 4  
Discussion Review of Interviewing Skills
The use of supervision


Due

Sept. 23 WEEK 5
Discussion Interviewing Skills
Initial client contact

Due Journal 2

Sept. 30 WEEK 6
Discussion NASW Code of Ethics
Ethical Dilemmas
Readings Royse, Dhooper & Rompf, Chapter 8: Legal and Ethical Concerns, pages 189-198 (Ethical Dilemmas)
Birkenmaier & Berg-Weger, pages 233-239 (Confidentiality).

Due Learning Agreement entered into Tevera
1 (b) Competency based assignment

Oct. 7 WEEK 7
Discussion Service Agreement development
Readings Royse, Dhooper & Rompf, chapter 5: Context in Which Social Workers Operate, page 91

Due: Journal 3

October 14 WEEK 8
Readings Royse, Dhooper & Rompf, Chapter 6: Diversity, pages 131-139.

Due: 1 (c) Research-Informed Practice and Practice Informed Research

October 21 WEEK 9
Case Presentations/ Discussion Group
Readings Birkenmaier & Berg-Weger, Chapter 6: Micro Social Work Practice in the Field- Working with Individuals and Families, pages 138-141 (Evidence Based Practice)

Due: Journal 4

October 28 WEEK 10
Case Presentations/ Discussion Group
Readings Cummins, L.,Sevel, J. & Pedrick, L. Chapter 12 - Evaluation and Termination pages 260-268

Due:
November 4  WEEK 11  
Case Presentations/ Discussion Group  
*Due:*  Journal 5

November 11 WEEK 12  
Case Presentations/ Discussion Group  
*Due:*

November 18 WEEK 13  
Case Presentations/ Discussion Group  
*Due:  Journal 6*

November 25 WEEK 14  
Case Presentations/ Discussion Group  
*Due:* Social Work Practice Assessment and Intervention Paper

December 2  WEEK 15  
Summary, discussion and course evaluations  
*Due:  Journal 7  
Agency Analysis Paper*

V. COURSE ASSIGNMENTS AND GRADING

1) Social Work Practice Assessment Project (350 points total)  
This five part assignment provides the student an opportunity to apply concepts and skills learned during their studies to a client from the field agency. The assignment has four components: Agency evaluation form, use of social work values, use of 3 professional resources in working case, a written assessment and a case presentation both focused on the same client.  
**Process:** You will select a case that you have dealt with in your field agency. Choose a client/case that you have worked with using the problem solving process. You will develop a written assessment of the client with suggestions for interventions, use of Social Work values and you will present your assessment and lead discussion of the client with the class.

a) Agency evaluation form (50)  
Bring to class a sample evaluation instrument being used at your agency. Share with the class. Discuss how the instrument is used: who completes it and how (client/staff, in person, during interview, on-line, etc.). Describe how the agency uses the information individually and/or cumulatively to assess client progress, grant results, program effectiveness, etc. What results have they had?

b) Competency based (50)  
Using your Social Work Core Values identify a case at your agency that relates to that competency (ethical dilemma, cultural competency, human behavior in the social environment)
and describe the case and the facets that relate to the competency, how the skills identified in the competency were utilized, and what the outcomes were. Generate and lead discussion with your classmates.

e) Research-Informed Practice and Practice Informed Research (50)

Based on the social issue, client population, or a specific case at your agency, find three professional journal articles, books, or other professional research/information (educational video resource from UTEP library, professional association resources, etc.) to better help you understand the client, environment, issue, referral sources, treatment modality, social work theoretical framework, or other professional aspect of or consideration for working with that client/population/issue. Bring these resources to class and share a 10-15 minute synopsis of what you learned and how you used or can use that information to better serve your client/population/community.

d) Social Work Practice Assessment Paper (200 Points)

The written assessment will demonstrate student’s abilities to use the tools they have acquired from their course work across the social work curriculum. The paper must include at least 5 references, 3 of which must come from academic journals. Students will describe their work with a client using the Problem Solving Model (50 pts). The process of engagement with the client, including any engagement issues that will be explored (20pts). The student will assess the case from at all pertinent perspectives, such as developmental or ecological/systems perspectives. The impact of culture in the client’s situation will be discussed. Motivation, capacity and opportunity, and strengths will be assessed (30 pts). Presenting problems, problems to be worked, and location of the problem will be discussed (50 pts). Suggested interventions and plans for monitoring outcomes will be included (50 pts). A detailed assignment guide will be made available in class.

Social Work Practice Case Presentation and Discussion - (50 points) Due as scheduled

At the beginning of the semester each student will select or be assigned a date upon which s/he will be responsible for presenting a client’s case. This should be the client the student plans on using for the Social Work Practice Assessment Paper. The student is expected to take advantage of the presentation as an opportunity to provide information they currently have about the case and to enlist their peers in examining the case from other perspectives. Students are expected to present an organized overview of the information they have on the case, their assessment of the case from the perspective they have found most helpful, and to have a well-developed list of questions to ask their peers about the case in order to obtain their comments and insights. A detailed assignment guide will be made available in class.

Agency Analysis (200)

The goal of this assignment is for students to demonstrate competence in the use of social work values to critically analyze the functioning of the agency or department where they are completing their field practicum.

The motivation for this assignment comes out of Courtney and Specht’s (1994) indictment of the social work profession for having “… abandoned its mission to help the poor and oppressed… (p. 4). Although El Paso-region social services agencies strive to make fair and just provision of
services a primary goal, it is not uncommon for goal displacement to occur as agencies strive to keep their doors open in today’s resource-scarce environment. As a result social workers may find themselves working in agencies that are drifting in the direction of abandoning the mission to help the poor and oppressed. With this in mind, this assignment examines student’s competence in applying social work values in the critical analysis of agency policies.

1) Agency and Social Work Policy Context
   a) Identify the agency where you are completing your field placement. State the agency mission, and the mission of the department in which you are working if it differs from that of the agency.
   b) Describe the services offered by the agency or department
   c) Describe how the agency rations these services.
   d) Authority
      i) Where does the agency get authority to provide services?
      ii) Where do agency social workers get authority to provide services?
   e) From a social work values perspective, how are clients perceived by agency staff.

2) Fair and Just Provision of Services (Application of Social Work values)
   a) To what extent and in what areas does the agency fulfill or fail to fulfill its mission?
   b) How do the agency’s sources of authority influence fair and just provision of services?
   c) How does service rationing influence achievement of social justice?
   d) How does perception of clients by agency staff influence service provision from a values perspective?
   e) Identify social work values conflicts or ethical dilemmas that result from the way the agency or department provides services.

3) Policy Practice
   a) Identify, describe and discuss policies that could be changed to make service provision more just.
   b) What barriers to these changes do you see?

The assignment will be in the form of paper written as narrative with headings as indicated in the outline above. Your paper will not be evaluated based on length but rather on the following: (1) integration of social work knowledge, skills, values, and personal insight; (2) incorporation of diversity issues in the critique of the agency; (3) clarity of thoughts and writing; (4) quality of information shared; (5) critical thinking; and, (6) thoroughness in covering the identified topics regarding items listed above.


Journals: (40 points each for a total of: (280 points).

The goal of each log will be to demonstrate ongoing growth in the student’s ability use social work knowledge, values and skills in the field setting. Every two week a log will be due. An assignment guide will be made available in class. You must finish each section of the guide in order for your log to be considered complete. Logs are due on the scheduled due date.

Attendance and Participation - (120 points)

Regular class attendance and participation are essential to learning and processing the field placement experience. Students are expected to attend all classes and to participate in class exercises and discussion. Since this class meets once a week, missing one class is equivalent to missing two classes. With this in mind, students who miss more than two classes will be withdrawn from class with a grade of W or D. Students wishing to drop a course and receive a grade of W must do so prior to the University Drop Deadline. Dropping a course after that time will result in an
automatic grade of F. Attendance will be tracked by signing in at the beginning of class. It is your responsibility to sign in for each class meeting.

Students are expected to participate in all classroom activities in a constructive, supportive, professional and respectful manner. The instructor reserves the right to adjust students Attendance and Participation grade based on the instructor’s perception of student’s participation, and may give a student a grade of “0” based solely on her subjective assessment of a student’s participation. Participation also includes providing information regarding difficult cases and offering support to other students who present issues confronted in practice.

VI. Review of Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Agency Evaluation Form</td>
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<td>25</td>
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<tr>
<td>Rough Draft of Learning Agreement</td>
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<td>75</td>
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<tr>
<td>Social Work Value and Competency</td>
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<td>50</td>
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<tr>
<td>Research-Informed Practice and Practice-Informed Research</td>
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<td>50</td>
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<tr>
<td>Social Work Practice Assessment Paper and Case</td>
<td>As scheduled</td>
<td>200</td>
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<tr>
<td>Presentation and Discussion</td>
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<td>(150 +50)</td>
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<tr>
<td>Agency Analysis Paper</td>
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<td>200</td>
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<tr>
<td>7 Journals (40 points each)</td>
<td>As scheduled</td>
<td>280</td>
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<tr>
<td>Attendance and Participation</td>
<td>Ongoing</td>
<td>120</td>
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<td><strong>Total</strong></td>
<td><strong>Ongoing</strong></td>
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The scale for grading is as follows:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = Below 60%

**TIME SHEETS**

Weekly time sheets must be submitted every week on eMedley. Failure to comply with weekly submission will reflect in your overall grade.
CLASS POLICIES
The instructor(s) reserve the right to make changes to this syllabus as needed.

ATTENDANCE, WITHDRAWALS AND DROP DEADLINE:
Attendance at this class is essential to the learning process. Therefore, students who miss more than three classes for any reason will be withdrawn from class with a grade of W if absences occur prior to the Drop Deadline or an F if after this deadline. If your absence coincides with an assignment due date, in-class activity or quiz, you will receive a grade of “0” (see “Late Assignments” below). If students wish to drop a course and receive a grade of W, they must do so prior to the Drop Deadline of [DATE]. Dropping a course after that time will result in an automatic grade of F. Missing more than 15 minutes of a class counts as an absence. If you are more than 15 minutes late to a class, this will count as an absence. A consistent pattern of being late (defined as less than 15 minutes) could result in losing additional points.

Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the instructor and department chair, or dean. Approved requests will be forwarded to the Registration and Records Office for processing. See academic catalog for further information http://catalog.utep.edu/content.php?catoid=6&navoid=176

LATE ASSIGNMENTS:
No late assignments will be accepted for any reason; late assignments will automatically receive a grade of “0”. Late is defined as any assignment that is not turned at by 5:00PM on the day it is due. Given that all assignments are listed in the syllabus, you should begin working on them as soon as possible. This way you can turn in the assignment on time even if you experience a personal or medical crisis. Assignments will be accepted by email attachment but must be submitted by the due date and time described above.

CONFIDENTIALITY:
Information shared in class about self, clients and agencies is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will be reported to the Office of Student Conduct and Conflict Resolution, and may result in termination from the social work program.

EMAIL:
UTEP email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their UTEP email for university and course-related information and announcements. Students are expected to use their UTEP accounts and are responsible for keeping the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently (minimum of three times/week) to stay current with University-, College – or Department-related communications, some of which may require responses within specific time limits.

TECHNOLOGY IN THE CLASSROOM:
Laptops:
Unless otherwise specified by the instructor, laptops or tablets may be used in the class room only for taking notes. If you choose to use your laptop please follow these rules:

- Laptops must be turned off during quizzes and tests.
- Charge your laptop batteries fully before coming to class.
Set your laptop volume control to mute or off before coming to class.
During On_Line class for the fall of 2020 students will be using ZOOM during the class meeting times.
Do not engage in emailing, web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc. during class unless it is part of the lesson.
Students who use their laptops for unauthorized activities will be asked to turn them off and will not be allowed to use their laptop in the future.

Cell Phones:
Cell phones can be left on during class time with the following provisions:
- Cell phones must be turned off during quizzes and tests.
- Set your phone to mute or silent mode before coming to class or on Zoom for class.
- Do not use email, text messaging or web browser features while in class.
- Do not answer incoming calls or make outgoing calls except in an emergency. If you do have an emergency that requires you to be on the phone, please leave the class room or if in ZOOM mute your microphone and turn off video conduct call.

AMERICANS WITH DISABILITIES ACT:
The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act- (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.
UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. The CASS determines whether students need accommodation, and assists the instructor in providing accommodation.
If you have or suspect a disability and need accommodations, you should contact Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at cass@utep.edu or go by room 106, Union Building East. For additional information, visit the CASS Website at www.utep.edu/cass/.

ACADEMIC DISHONESTY:
It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Any student suspected of academic dishonesty will be immediately reported to the Office of Student Conduct and Conflict Resolution.
1) Describe your positive and/or negative emotional reactions to your experiences this week:

2) Think about and describe the impact of your values, social work values, agency values and/or client values on your practice-related experiences:

3) How did diversity influence your experiences this week? Remember to define diversity broadly, and to consider the diversity of all systems in the practicum, including you, your supervisor, various cultures that may influence these and your client(s), etc.

4) Integration of Theory with Practice:
   a) Describe a concept discussed in readings or the class meeting over the past week:
   b) Describe how you applied or could apply the concept in the field setting. If the concept is difficult to apply to the field setting, explain why.
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<thead>
<tr>
<th>Criteria For A</th>
<th>Criteria For B</th>
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<th>Criteria For F</th>
<th>Points Earned</th>
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<tr>
<td>Description of reactions to field experience reflects acknowledgement of the impact of feelings on social worker effectiveness.</td>
<td>Description of reactions to field experience reflects failure to acknowledge the impact of feelings on social worker effectiveness.</td>
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<td>2.7 - 2.6</td>
<td>2.5 - 2.4</td>
<td>2.3 - 2.2</td>
<td>2.1 - 0</td>
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<td>Excellent use of critical thinking skills in relation to the impact of values on social work practice</td>
<td>Above average use of critical thinking skills in relation to the impact of values on social work practice</td>
<td>Average use of critical thinking skills in relation to the impact of values on social work practice</td>
<td>Below average use of critical thinking skills in relation to the impact of values on social work practice</td>
<td>Discussion of the impact of values on social work practice reflects poor use of critical thinking skills</td>
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<td>8 - 6.6</td>
<td>6.5 - 6.2</td>
<td>6.1 - 4.8</td>
<td>4.7 - 4.4</td>
<td>4.3 - 0</td>
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<td>Excellent discussion of the influence of diversity in the practicum this week.</td>
<td>Above average discussion of the influence of diversity in the practicum this week.</td>
<td>Average discussion of the influence of diversity in the practicum this week.</td>
<td>Below average discussion of the influence of diversity in the practicum this week.</td>
<td>Poor or missing discussion the influence of diversity in the practicum this week.</td>
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<td>Description of concept well-developed, clear and complete</td>
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<td>Description of concept is adequate</td>
<td>Description of concept is incomplete or unclear</td>
<td>Missing, very incomplete &amp;/or unclear description of concept</td>
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<td>Excellent application of concept to the field setting</td>
<td>Above average application of concept to the field setting</td>
<td>Average application of concept to the field setting</td>
<td>Below average application of concept to the field setting</td>
<td>Application of concept is missing or not appropriate</td>
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<td>12 - 10.4</td>
<td>10.3 - 8.8</td>
<td>8.7 - 8.2</td>
<td>8.1 - 6.6</td>
<td>6.5 - 0</td>
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<td>Writing in Field Log reflects excellent professional documentation skills.</td>
<td>Writing in Field Log reflects above average professional documentation skills.</td>
<td>Writing in Field Log reflects average professional documentation skills.</td>
<td>Writing in Field Log reflects below average professional documentation skills.</td>
<td>Writing in Field Log reflects unacceptable professional documentation skills.</td>
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Total Points (Maximum points 40)
Social Work Practice Assessment and Intervention Paper

This written assessment will demonstrate student’s abilities to use the tools they have acquired from their course work across the social work curriculum. Students will describe their work with a client using the Problem Solving Model. The process of engagement with the client, including any engagement issues will be explored. The student will assess the case from all pertinent perspectives, such as developmental or ecological/systems perspectives. The impact of culture in the client’s situation will be discussed. Motivation, capacity and opportunity, and strengths will be assessed. Presenting problems, problems to be worked, and location of the problem will be discussed. Suggested interventions and plans for monitoring outcomes will be included. The paper must include to at least 5 references, 3 of which must come from peer-reviewed academic journals. All citations must be in APA format.

The goal of this assignment is to demonstrate your ability to apply knowledge, values and skills obtained in this and other Social Work classes by developing a comprehensive case presentation of a client in your field placement, and the work you and the client did. The completed assignment should be submitted in the form of a narrative with the major headings below used to organize the paper.

1) Demographic/Identifying Information — Remember that client confidentiality MUST BE MAINTAINED.
   a) Ethnic or racial identity
   b) Language or languages spoken
   c) Any other important demographic information related to the client

2) Description of the Problem:
   a) Describe your engagement process with this person.
      i) Identify any issues you had during engagement
      ii) How did you address these issues
   b) Client’s view of the problem
      i) What did the client say was her/his/their main issue? Include direct quotes from the client if possible.
      ii) What had the client already done to try to address the issue?
      iii) How long has the client been dealing with this issue?

3) Based on a review of at least five credible sources, what interventions have been used to address the issues the client is presenting?

4) Developmental Assessment – Assess development using Erikson's Life Stage Model, Devore & Schlesinger's Life Course Model, or a group or family development model.
   a) Using the selected model, identify and provide evidence of the client’s development.
   b) Identify and discuss any developmental crises, or problems related to development, the client is experiencing.
      i) If using the life course model from Devore & Schlesinger) discuss the influence of Ethnicity, Historic time, Social class, Gender, and any other factors that are important based on Devore & Schlesinger’s model

5) From your Developmental Assessment summarize aspects of the client’s development that are related to the problem. Explain how they contribute to the problem or are resources to address the problem.

6) Assess the client from an environmental systems perspective
   a) Describe important client-level features
      i) For individuals
         (1) Identify any bio-psycho-social strengths or issues (physical, emotional, mental health, spiritually
(2) Assess cognitive functioning from a Cognitive Theory/Therapy standpoint (Schemas)
(3) Discuss client motivation, capacity, and opportunities

ii) For other client systems
(1) Describe system boundaries and identify issues related to boundaries
(2) Describe system strengths

b) Describe mezzo-level features of the environment
   i) Describe any role conflict, role incongruity or role ambiguity related to the issue the client is experiencing
   ii) Describe mezzo-system strengths or deficits related to the issue the client is experiencing
   iii) Describe any significant influence of the physical environment on the problem.

c) Describe any impact of the macro level of the environment on the client’s concern.
   i) Discussion must address both policy and culture

7) Summary of the Assessment:
   a) Identify the problem you and the client worked to address
   b) Where did you (as a social worker) think the problem lay?

8) Action Plan
   a) Identify the goals you and the client established.
   b) Describe any client or system strengths identified for use in addressing concerns.
   c) Describe the plan you and the client developed for addressing identified issues
   d) Summarize actions or tasks completed by the client
   e) Describe tasks you completed, and describe them using one or more of the five social work roles from Practice I (Social Broker, Facilitator, Teacher, Mediator and Advocate)
   f) Identify any formal or informal resources that were discussed or used to address client issues.
      i) Describe any services these resources provided to the client

9) Evidence-based Practice: Discuss how you used the information obtained in the review of the literature to help you in your work with the client.

10) Evaluation and termination
    a) Describe how you monitored and evaluated progress on each task and/or goal
    b) Describe the agency’s termination process

11) Identify any ethical issues you encountered in working with this client. How were these resolved?

12) For any of the topics above, identify additional information that would be helpful to have in order to do a more thorough assessment and intervention with the client.
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<tbody>
<tr>
<td>Excellent overview of case</td>
<td>Above average discussion of engagement</td>
<td>Average discussion of engagement</td>
<td>Below average discussion of engagement</td>
<td>Poor/missing discussion of engagement</td>
<td>5 - 4.5</td>
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<td>5-4.5</td>
<td>4.4-4.0</td>
<td>3.9-3.5</td>
<td>3.4-3.0</td>
<td>2.9-0</td>
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<td>Excellent description initial problem from the client’s point of view.</td>
<td>Above average description of the problem from the client’s point of view.</td>
<td>Average description of the problem from the client’s point of view.</td>
<td>Below average description of the problem from the client’s point of view.</td>
<td>Poor/missing description of the problem from the client’s point of view.</td>
<td>7 – 6.3</td>
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<td>8 - 7.2</td>
<td>7.1-6.4</td>
<td>6.3-5.6</td>
<td>5.4-4.8</td>
<td>4.7-0</td>
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<tr>
<td>Excellent review of practice literature</td>
<td>Above-average review of practice literature</td>
<td>Average review of practice literature</td>
<td>Below average review of practice literature</td>
<td>Poor/missing review of practice literature</td>
<td>15 – 13.5</td>
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<td>15 – 13.5</td>
<td>13.4 – 12</td>
<td>11.9 – 10.5</td>
<td>10.4 – 9</td>
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<td>Excellent developmental assessment</td>
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<td>Poor/missing developmental assessment</td>
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<td>5.5 – 4.9</td>
<td>4.8 – 4.2</td>
<td>4.1 - 0</td>
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<tr>
<td>Excellent discussion of client development as related to the problem</td>
<td>Above average discussion of client development as related to the problem</td>
<td>Average discussion of client development as related to the problem</td>
<td>Below average discussion of client development as related to the problem</td>
<td>Poor/missing discussion of client development as related to the problem</td>
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<td>4.1 - 0</td>
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<tr>
<td>Excellent discussion of client strengths</td>
<td>Above average discussion of client strengths</td>
<td>Average discussion of client strengths</td>
<td>Below average discussion of client strengths</td>
<td>Poor/missing discussion of client strengths</td>
<td>7 – 6.3</td>
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<td>7 – 6.3</td>
<td>6.2 – 5.6</td>
<td>5.5 – 4.9</td>
<td>4.8 – 4.2</td>
<td>4.1 - 0</td>
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<tr>
<td>Excellent assessment of client-level features</td>
<td>Above average assessment of client-level features</td>
<td>Average assessment of client-level features</td>
<td>Below average assessment of client-level features</td>
<td>Poor/missing assessment of client-level features</td>
<td>5-4.5</td>
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<td>5-4.5</td>
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<td>3.9-3.5</td>
<td>3.4-3.0</td>
<td>2.9-0</td>
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<tr>
<td>Excellent description of mezzo-level features of the environment.</td>
<td>Above average description of mezzo-level features of the environment</td>
<td>Average description of mezzo-level features of the environment</td>
<td>Below average description of mezzo-level features of the environment</td>
<td>Poor/missing description of mezzo-level features of the environment</td>
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<td>3.9-3.5</td>
<td>3.4-3.0</td>
<td>2.9-0</td>
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<td>Excellent description of mezzo-level influences on client functioning.</td>
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<td>Average description of mezzo-level influences on client functioning.</td>
<td>Below average description of mezzo-level influences on client functioning.</td>
<td>Poor/missing description of mezzo-level influences on client functioning.</td>
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<td>3.4-3.0</td>
<td>2.9-0</td>
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<tr>
<td>Excellent discussion of policy’s relationship to the client concern.</td>
<td>Above average discussion of policy’s relationship to the client concern.</td>
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<td>Below average discussion of policy’s relationship to the client concern.</td>
<td>Poor/missing discussion of policy’s relationship to the client concern.</td>
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<td>3.9-3.5</td>
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<td>2.9-0</td>
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<tr>
<td>Excellent discussion of the influence of culture on the client concern.</td>
<td>Above average discussion of the influence of culture on the client concern.</td>
<td>Average discussion of the influence of culture on the client concern.</td>
<td>Below average discussion of the influence of culture on the client concern.</td>
<td>Poor/missing discussion of the influence of culture on the client concern.</td>
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<td>3.9-3.5</td>
<td>3.4-3.0</td>
<td>2.9-0</td>
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<tr>
<td>Well developed summary of Assessment</td>
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<td>Below average Summary of Assessment</td>
<td>Poor/missing Summary of Assessment</td>
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<tr>
<td>Goals established with client</td>
<td>10 - 9</td>
<td>8.9 - 8.0</td>
<td>7.9 - 7.0</td>
<td>6.9 - 6.0</td>
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<tr>
<td>Strengths identified to address concerns</td>
<td>5.4 - 4.5</td>
<td>4.4 - 4.0</td>
<td>3.9 - 3.5</td>
<td>3.4 - 3.0</td>
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<tr>
<td>Action Plan established with client</td>
<td>10 - 9</td>
<td>8.9 - 8.0</td>
<td>7.9 - 7.0</td>
<td>6.9 - 6.0</td>
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<tr>
<td>Actions or tasks completed by SW Intern.</td>
<td>5.4 - 4.5</td>
<td>4.4 - 4.0</td>
<td>3.9 - 3.5</td>
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<tr>
<td>Resources discussed or used to address client issues</td>
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<td>3.9 - 3.5</td>
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<tr>
<td>Resource services provided to the client</td>
<td>5.4 - 4.5</td>
<td>4.4 - 4.0</td>
<td>3.9 - 3.5</td>
<td>3.4 - 3.0</td>
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<tr>
<td>Application of research literature to practice with client</td>
<td>15 - 13.5</td>
<td>13.4 - 12</td>
<td>11.9 - 10.5</td>
<td>10.4 - 9</td>
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<tr>
<td>Monitoring and evaluating progress on goals/tasks</td>
<td>8.7 - 2</td>
<td>7.1 - 6.4</td>
<td>6.3 - 5.6</td>
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<td>Agency’s termination process</td>
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<td>3.9 - 3.5</td>
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<tr>
<td>Ethical issues encountered</td>
<td>10 - 9</td>
<td>8.9 - 8.0</td>
<td>7.9 - 7.0</td>
<td>6.9 - 6.0</td>
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<tr>
<td>Additional information needed for a more thorough assessment and intervention</td>
<td>5.4 - 4.5</td>
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<td>3.9 - 3.5</td>
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<tr>
<td>Professional documentation</td>
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<td>Unacceptable professional</td>
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<tr>
<td>Skills</td>
<td>Documentation Skills</td>
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<td>5.5</td>
<td>4.4-4.0</td>
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<tr>
<td>Correct APA format throughout</td>
<td>Few APA formatting errors</td>
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<td>5.5</td>
<td>4.4-4.0</td>
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<td>Total Points Earned (200 Possible)</td>
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</table>
At the beginning of the semester each student will select or be assigned a date upon which s/he will be responsible for presenting a client’s case. This should be the client the student uses for the Social Work Practice Assessment Paper. During the presentation the student will discuss the case based on the information they have about the case at that time. Students are expected to present an organized overview of the information they have on the case, their assessment of the case using perspectives presented in previous course work, and to have a well-developed list of questions related to the case to discuss with the class. In this way students will benefit from their peer’s comments and insights, as is done in many field settings.

There will be about two presentations per class period. Anticipate that the class will spend around 45 minutes discussing your case. The information you present should be very similar to that which will be covered in the written assignment. Review the grading form on the reverse of this sheet to get an idea of the topics and organization of your discussion. You should present from an outline (perhaps a preliminary outline for your Assessment and Intervention Paper), which will be submitted to your instructor at the time of your case presentation.

In addition to the presentation outline you will also provide your instructor the list of the questions you will ask your peers during discussion of the case.

Grading will be based on more on how well you have used critical thinking skills to identify questions about the case than on having all the answers.

So, for your presentation you will need to have:

- Your presentation outline and a copy to give the instructor before you present
- A list of questions you have about how to handle the case, which you will discuss with the class. You will also give the instructor a copy of your questions before your presentation.
Grades will be assigned based on the quality of critical thinking displayed in the student’s discussion of the case being presented. Student’s discussion of each topic will be graded on a 6 point scale, with the exception of topics 16-19, each of which will be graded on a 15 point scale. Carefully thought-through questions will receive as much credit as excellent coverage of a topic.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Score</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>1 Overview of the case</td>
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<tr>
<td>2 Overview of agency and impact of agency policy on this case</td>
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<tr>
<td>3 Engagement process and features/issues</td>
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<tr>
<td>4 Various views of the problem (Client’s, student’s, agency’s, for example)</td>
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<tr>
<td>5 Developmental assessment and any relationship to the problem</td>
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<tr>
<td>6 Client and environmental strengths</td>
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<tr>
<td>7 Assessment of other client-level features related to the problem</td>
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<tr>
<td>8 Mezzo-level features of the environment influencing client functioning</td>
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<tr>
<td>9 Policy’s relationship to the client concern</td>
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<tr>
<td>10 Influence of culture on the client concern</td>
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<tr>
<td>11 Goals established with client</td>
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<td>12 Strengths identified to address concerns</td>
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<tr>
<td>13 Planned client actions or tasks</td>
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<tr>
<td>14 Planned SW tasks</td>
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<td>15 Resources discussed or used</td>
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<tr>
<td>16 Plan for monitoring and evaluating progress on goals/tasks</td>
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<tr>
<td>17 Ethical issues encountered and resolution efforts</td>
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<tr>
<td>18 Quality of questions student brings to the class for discussion</td>
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<td></td>
</tr>
<tr>
<td>19 Quality and organization of presentation and discussion</td>
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Comments: