

UNIVERSITY OF TEXAS AT EL PASO
 Bachelor of Social Work Program
SOWK 4283
 HONORS FIELD EDUCATION SEMINAR I

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CHS Term: Fall 2020

Office Hours TBA

Meeting Times: W 8:30am-10:20am via Zoom

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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.

Competencies & Related Assignments	Linked Assignment (s)
EP2.1.1: Identify as a professional social worker and conduct oneself accordingly.	1-5
EP2.1.2 Apply social work ethical principles to professional practice.	2, 5
EP2.1.3: Apply critical thinking to inform & communicate professional judgments.	1-4
EP2.1.4: Engage in practice-informed research and research-informed practice	2,3,4
EP2.1.5 Engage in Policy Practice	1,5
EP2.1.6: Engage with individuals, families, groups, organizations, and communities	1,3,4
EP2.1.7: Assess individuals, families, groups, organizations, and communities	1-4
EP2.1.8. Intervene with individuals, families, groups, organizations and communities	1-5
EP2.1.9: Evaluate practice with individuals, families, groups and organizations and communities.	1-5

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

- 1) Code of Ethics of the National Association of Social Workers. (2008). Washington DC: NASW. Available at <http://www.socialworkers.org/pubs/code/code.asp>
- 2) Field Manual of the UTEP Program
- 3) Required reading packet on reserve in the library.
 - a) Birkenmaier, J. & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (3rd ed.). New York: Pearson Education, Inc.
 - i) Birkenmaier & Berg-Weger, Chapter 3: Safety in Social Work Settings, pages 52-61.
 - ii) Birkenmaier & Berg-Weger, from Chapter 5 - Gathering Information - pages 98-99.
 - iii) Birkenmaier & Berg-Weger, from Chapter 6: Micro Social Work Practice in the Field- Working with Individuals and Families, pages 108-113 and 122-124.
 - iv) Birkenmaier & Berg-Weger, from Chapter 9: Social work Practice and the Legal System, pages 196-201.
 - b) Cummins, L., Sevel, J. & Pedrick, L. (2012) *Social Work Skills for beginning Direct Practice* (3rd ed.)
 - i) Cummins, L., Sevel, J. & Pedrick, L. Chapter 1- An Introduction to Social Work and the Helping Process – pages 2-12.
 - ii) Cummins, L., Sevel, J. & Pedrick, L. Chapter 9 – The Assessment Process- pages 182-188.

- iii) Cummins, L., Sevel, J. & Pedrick, L. Chapter 12 - Evaluation and Termination pages 260-268
- c) Kirst-Ashman, K. & Hull Jr. G, (2006) Understanding Generalist Practice (4th ed.)
 - i) Kirst-Ashman, K. & Hull Jr. G, Chapter 1: the Generalist Intervention Model pages 25-38. (Critical thinking) & Planned change.
 - ii) Kirst-Ashman, K. & Hull Jr. G Chapter 2: Micro Practice Skills: Working with Individual- pages 43-62.
- d) Royse, D. Dhooper, S. S. & Badger K. L. (2018). *Field instruction: A guide for social work students* (7th ed.). New York: Pearson Education, Inc.
 - i) Royse, Dhooper & Badger, Chapter 1. The Student Intern: Learning New Roles pages 1-10.
 - ii) Royse, Dhooper & Badger, Chapter 4: Learning New Roles, pages 71-75.
 - iii) Royse, Dhooper & Badger, chapter 5: Context in Which Social Workers Operate, page 100-101
 - iv) Royse, Dhooper & Badger, Chapter 6: Diversity, pages 138-143.
 - v) Royse, Dhooper & Badger, Chapter 8: Legal and Ethical Concerns, pages 203-212.

IV. COURSE OUTLINE

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
<i>Readings</i>	i) Kirst-Ashman, K. & Hull Jr. G, Chapter 1: the Generalist Intervention Model pages 25-26 (Critical thinking) & 26-38 (Planned change).
Sept. 2	WEEK 2
	Review of the Problem Solving Model
Discussion	Agency context and analysis
<i>Readings</i>	Birkenmaier & Berg-Weger, From Chapter 5 - Gathering Information - pages 110-111.
<i>Due</i>	<i>Agency intake and/or assessment forms</i>
<i>Due</i>	<i>Agency Safety Policy</i>
Sept. 9	WEEK 3
	Review of person in the environment (“PIE”) models
Discussion	Safety in the agency context
<i>Readings</i>	Birkenmaier & Berg-Weger, Chapter 6: Micro Social Work Practice in the Field- Working with Individuals and Families, pages 121-127 Birkenmaier & Berg-Weger, Chapter 3: Safety in Social Work Settings, pages 56-74.
<i>Due</i>	Journal 1
Sept. 16	WEEK 4
Discussion	Review of Interviewing Skills

The use of supervision
Readings Royse, Dhooper & Rompf, Chapter 4: Learning New Roles, pages 65-69.
Kirst-Ashman, K. & Hull Jr. G Chapter 2: Micro Practice Skills: Working with
Individual- pages 43-62.

Due

Sept. 23 WEEK 5

Discussion Interviewing Skills
Initial client contact

Readings Birkenmaier & Berg-Weger in Grobman, Chapter 19: Good Habits for Practicum, pages
161- 168.

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.

c) 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 to 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.

Specht, H. & Courtney, M.E. (1994). *Unfaithful angels: How social work has abandoned its mission*. The Free Press, New York

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:

Assignment	Due Date	Points
Agency Evaluation Form		25
Rough Draft of Learning Agreement		75
Social Work Value and Competency		50
Research-Informed Practice and Practice-Informed Research		50
Social Work Practice Assessment Paper and Case Presentation and Discussion	As scheduled	200 (150 +50)
Agency Analysis Paper		200
7 Journals (40 points each)	As scheduled	280
Attendance and Participation	Ongoing	120
Total		1000

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 in 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 of 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.

GRADING RUBICS
 INTRODUCTION TO GENERALIST FIELD SEMINAR
 SOWK 4281
 Field Log Submission Form

Student Name _____ Log # _____
 Placement _____ Field _____
 Site _____ Supervisor _____

List the activities in which you engaged over the past week. Indicate if they are new placement experiences or not.

Activity	New?

- 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.

INTRODUCTION TO GENERALIST FIELD SEMINAR - SOWK 4283

Field Log Grading Form

Student Name _____

Log # _____

Criteria For A	Criteria For B	Criteria For C	Criteria For D	Criteria For F	Points Earned
Description of reactions to field experience reflects acknowledgement of the impact of feelings on social worker effectiveness.			Description of reactions to field experience reflects failure to acknowledge the impact of feelings on social worker effectiveness.		
4- 2.8	2.7-2.6	2.5-2.4	2.3-2.2	2.1-0	
Excellent use of critical thinking skills in relation to the impact of values on social work practice	Above average use of critical thinking skills in relation to the impact of values on social work practice	Average use of critical thinking skills in relation to the impact of values on social work practice	Below Average use of critical thinking skills in relation to the impact of values on social work practice	Discussion of the impact of values on social work practice reflects poor use of critical thinking skills	
8 – 6.6	6.5 – 6.2	6.1 – 4.8	4.7 – 4.4	4.3 - 0	
Excellent discussion of the influence of diversity in the practicum this week.	Above average discussion of the influence of diversity in the practicum this week.	Average discussion of the influence of diversity in the practicum this week.	Below Average discussion of the influence of diversity in the practicum this week.	Poor or missing discussion the influence of diversity in the practicum this week.	
8 – 6.6	6.5 – 6.2	6.1 – 4.8	4.7 – 4.4	4.3 - 0	
Description of concept well-developed, clear and complete	Description of concept is clear and complete	Description of concept is adequate	Description of concept is incomplete or unclear	Missing, very incomplete &/or unclear description of concept	
4- 2.8	2.7-2.6	2.5-2.4	2.3-2.2	2.1-0	
Excellent application of concept to the field setting	Above average application of concept to the field setting	Average application of concept to the field setting	Below average application of concept to the field setting	Application of concept is missing or not appropriate	
12 – 10.4	10.3 – 8.8	8.7 – 8.2	8.1 – 6.6	6.5 - 0	
Writing in Field Log reflects excellent professional documentation skills.	Writing in Field Log reflects above average professional documentation skills.	Writing in Field Log reflects average professional documentation skills.	Writing in Field Log reflects below average professional documentation skills.	Writing in Field Log reflects unacceptable professional documentation skills.	
4- 2.8	2.7-2.6	2.5-2.4	2.3-2.2	2.1-0	
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 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. 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**

based)

(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.

Social Work Practice Assessment and Intervention Paper - Grading Sheet

Grading Criteria - A	Grading Criteria - B	Grading Criteria - C	Grading Criteria - D	Grading Criteria - F	Points Earned
Demographic data is included as specified in the assignment			Demographic data is incomplete	Demographic data is not included	
5			3.4-3.0	2.9-0	
Excellent overview of case	Above average discussion of engagement	Average discussion of engagement	Below average discussion of engagement	Poor/missing discussion of engagement	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Excellent description initial problem from the client's point of view.	Above average description of the problem from the client's point of view.	Average description of the problem from the client's point of view.	Below average description of the problem from the client's point of view.	Poor/missing description of the problem from the client's point of view.	
8-7.2	7.1-6.4	6.3-5.6	5.4-4.8	4.7-0	
Excellent review of practice literature	Above-average review of practice literature	Average review of practice literature	Below average review of practice literature	Poor/missing review of practice literature	
15 – 13.5	13.4 - 12	11.9 – 10.5	10.4 - 9	8.9 - 0	
Excellent developmental assessment	Above average developmental assessment	Average developmental assessment	Below average developmental assessment	Poor/missing developmental assessment	
7 – 6.3	6.2 – 5.6	5.5 – 4.9	4.8 – 4.2	4.1 - 0	
Excellent discussion of client development as related to the problem	Above average discussion of client development as related to the problem	Average discussion of client development as related to the problem	Below average discussion of client development as related to the problem	Poor/missing discussion of client development as related to the problem	
7 – 6.3	6.2 – 5.6	5.5 – 4.9	4.8 – 4.2	4.1 - 0	
Excellent discussion of client strengths	Above average discussion of client strengths	Average discussion of client strengths	Below average discussion of client strengths	Poor/missing discussion of client strengths	
7 – 6.3	6.2 – 5.6	5.5 – 4.9	4.8 – 4.2	4.1 - 0	
Excellent assessment of client-level features	Above average assessment of client-level features	Average assessment of client-level features	Below average assessment of client-level features	Poor/missing assessment of client-level features	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Excellent description of mezzo-level features of the environment.	Above average description of mezzo-level features of the environment	Average description of mezzo-level features of the environment	Below average description of mezzo-level features of the environment	Poor/missing description of mezzo-level features of the environment	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Excellent description of mezzo-level influences on client functioning.	Above average description of mezzo-level influences on client functioning.	Average description of mezzo-level influences on client functioning.	Below average description of mezzo-level influences on client functioning.	Poor/missing description of mezzo-level influences on client functioning.	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Excellent discussion of policy's relationship to the client concern.	Above average discussion of policy's relationship to the client concern.	Average discussion of policy's relationship to the client concern.	Below average discussion of policy's relationship to the client concern.	Poor/missing discussion of policy's relationship to the client concern.	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Excellent discussion of the influence of culture on the client concern.	Above average discussion of cultural influence of on the client concern.	Average discussion of the influence of culture on the client concern.	Below average discussion of cultural influence of on the client concern	Poor/missing discussion cultural influence of on the client concern	
10 - 9	8.9 – 8.0	7.9 – 7.0	6.9 - 6.0	5.9 - 0	
Well developed summary of Assessment	Above average Summary of Assessment	Average Summary of Assessment	Below average Summary of Assessment	Poor/missing Summary of Assessment	
8-7.2	7.1-6.4	6.3-5.6	5.4-4.8	4.7-0	

Excellent description of goals established with client.	Above average description of goals established with client.	Average description of goals established with client.	Below average description of goals established with client.	Poor/missing description of goals established with client.	
10 - 9	8.9 – 8.0	7.9 – 7.0	6.9 - 6.0	5.9 - 0	
Excellent description of strengths identified to address concerns.	Above average description of strengths identified to address concerns.	Average description of strengths identified to address concerns.	Below average description of strengths identified to address concerns.	Poor/missing description of strengths identified to address concerns.	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	

Excellent description of Action Plan	Above average description of Action Plan	Average description of Action Plan	Below average description of Action Plan	Poor/missing description of Action Plan	
10 - 9	8.9 – 8.0	7.9 – 7.0	6.9 - 6.0	5.9 - 0	
Excellent summary of actions or tasks completed by the client	Above average summary of actions or tasks completed by the client	Average summary of actions or tasks completed by the client	Below average summary of actions or tasks completed by the client	Poor/missing summary of actions or tasks completed by the client	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Excellent description of tasks completed by SW Intern.	Above average description of tasks completed by SW Intern.	Average description of tasks completed by SW Intern.	Below average description of tasks completed by SW Intern.	Poor/missing description of tasks completed by SW Intern.	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Excellent identification of resources discussed or used to address client issues.	Above average identification of resources discussed or used to address client issues.	Average identification of resources discussed or used to address client issues.	Below average identification of resources discussed or used to address client issues.	Poor/missing identification of resources discussed or used to address client issues.	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Excellent description of resource services provided to the client	Above average description of resource services provided to the client	Average description of resource services provided to the client	Below average description of resource services provided to the client	Poor/missing description of resource services provided to the client	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Excellent discussion of application of research literature to practice with client	Above average discussion of application of research literature to practice with client	Average discussion of application of research literature to practice with client	Below average discussion of application of research literature to practice with client	Poor/missing discussion of application of research literature to practice with client	
15 – 13.5	13.4 - 12	11.9 – 10.5	10.4 - 9	8.9 - 0	
Excellent plan for monitoring and evaluating progress on goals/tasks	Above average plan for monitoring and evaluating progress on goals/tasks	Average plan for monitoring and evaluating progress on goals/tasks	Below average plan for monitoring and evaluating progress on goals/tasks	Poor/missing plan for monitoring and evaluating progress on goals/tasks	
8-7.2	7.1-6.4	6.3-5.6	5.4-4.8	4.7-0	
Excellent description of agency's termination process	Above average description of agency's termination process	Average description of agency's termination process	Below average description of agency's termination process	Poor/missing description of agency's termination process	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Excellent identification of ethical issues encountered	Above average identification of ethical issues encountered	Average identification of ethical issues encountered	Below average identification of ethical issues encountered	Poor/missing identification of ethical issues encountered	
10 - 9	8.9 – 8.0	7.9 – 7.0	6.9 - 6.0	5.9 - 0	
Excellent discussion of how ethical issues were resolved	Above average discussion of how ethical issues were resolved	Average discussion of how ethical issues were resolved	Below average discussion of how ethical issues were resolved	Poor/missing discussion of how ethical issues were resolved	
10 - 9	8.9 – 8.0	7.9 – 7.0	6.9 - 6.0	5.9 - 0	
Excellent identification of additional information needed for a more thorough assessment and intervention	Above average identification of additional information needed for a more thorough assessment and intervention	Average identification of additional information needed for a more thorough assessment and intervention	Below average identification of additional information needed for a more thorough assessment and intervention	Poor/missing identification of additional information needed for a more thorough assessment and intervention	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Excellent professional documentation	Average professional documentation	Average professional documentation	Below average professional	Unacceptable professional	

skills.	skills.	skills.	documentation skills.	documentation skills.	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Correct APA format throughout	Few APA formatting errors	Several APA format errors	Multiple APA format errors	Consistent APA format errors	
5-4.5	4.4-4.0	3.9-3.5	3.4-3.0	2.9-0	
Student Name:			Total Points Earned (200 Possible)		

INTRODUCTION TO GENERALIST FIELD SEMINAR - SOWK 4281

Social Work Practice Case Presentation and Discussion

150 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 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.

Social Work Practice Case Presentation and Discussion

Student Name _____

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.

A	B	C	D	F
6 – 5.4	5.3 – 4.8	4.7 – 4.2	4.1 – 3.6	3.5 - 0
15 – 13.5	13.4 - 12	11.9 – 10.5	10.4 - 9	8.9 - 0

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

Comments:

