Instructor: Dr. Jane Roberts, LCSW, Ph.D.  Office Location: SMC 254
Office Phone: 941-359-4604  Email: jmr@sar.usf.edu
Alternative Phone: 941-807-5264  Classroom: B-235
Office Hours: Wednesdays, 4-5:00 p.m.  Class Hours: Wed. 6:00 – 8:50 p.m.

NATURE OF COURSE
Social work practice is presented within a pluralistic, eclectic framework as an orderly process of planned change with various client systems and the application of ethical and practice principles. Students are encouraged to explore the professional “use of self” through self-awareness as a means to better understand the impact on delivery of client services. The client systems of primary concern in this course are micro-system in nature (individuals, families, small groups) although macro-systems are also addressed and discussed. Students will be assisted in the beginning development of such skills as: self awareness, personal values, communication, observation, building a professional helping relationship, assessment using a systems approach, planning intervention at the micro and macro levels, understanding of impact of personal belief system on practice, identification of ethical conflicts and ability to use ethical decision making model, evaluation and termination. Particular attention is given to preparation for understanding and relating to persons of diverse backgrounds including oppressed groups, populations-at-risk, and racial or ethnic minorities.

Class time will be given to both content in social work practice and awareness of self in both practice and educational setting. Readings, case illustrations, films, classroom discussions and exercises will balance cognitive and affective integration of the course content.

COURSE RATIONALE
This course provides the foundation for the practice courses designed to develop practice values, knowledge and skills necessary for MSW students to begin professional social work practice. As such, this course introduces students to the values and ethics of social work practice in addition to knowledge and skill development regarding assessment and beginning interventions for diverse populations, including disadvantaged and oppressed people. This course is taken during the first semester of MSW classes to provide the foundation of practice values, knowledge and skills when students are also learning foundations of behavior, policy and research.
COURSE OBJECTIVES
After the completion of this course the student will:

Knowledge objectives:

1. possess an understanding of core concepts of generalist social work practice through planned change at micro system level;
   measurement: classroom discussion, biopsychosocial history, reflection cards, social assessment

2. possess an understanding of the basis for intervention and prevention utilizing HBSE and practice theories;
   measurement: classroom discussion, biopsychosocial history, reflection cards, social assessment

3. possess an understanding of individual, family, group, and organizational methods;
   measurement: classroom discussion, biopsychosocial history, reflection cards, social assessment

4. possess an understanding of effective communication;
   measurement: classroom discussion, reflection cards, social assessment

5. possess an understanding of social work values and ethics;
   measurement: classroom discussion, quiz, biopsychosocial history, reflection cards, social assessment

6. possess an understanding that all people have the right to the resources they need to deal with life’s problems and to develop their potential
   measurement: classroom discussion, quiz

7. possess an understanding of client diversity;
   measurement: classroom discussion, biopsychosocial history, reflection cards, social assessment

8. possess an understanding of oppressed client populations;
   measurement: classroom discussion, bio-psycho-social history, reflection cards, social assessment

Skill objectives:

1. demonstrate the ability to identify and relate core concepts of generalist social work practice through planned change at micro and macro systems level;
   measurement: classroom discussion and interviewing exercises, quiz, reflection cards, social assessment

2. demonstrate the ability to identify basis for intervention and prevention;
measurement: classroom discussion and interviewing exercises, e-reflection cards, social assessment

3. demonstrate the ability to differentiate use of individual, family, group and organizational methods;
   measurement: classroom discussion, reflection cards, social assessment

4. demonstrate the ability to communicate information effectively;
   measurement: classroom discussion, bio-psycho-social history, reflection cards, social assessment

5. demonstrate the ability to use effective interviewing skills including attending, verbal following skills, interpreting, and confronting,
   measurement: classroom interviewing exercises, reflection cards, social assessment

6. demonstrate an awareness of personal values and biases;
   measurement: classroom discussion, bio-psycho-social history, reflection cards, social assessment

7. demonstrate the ability to use the ethical decision-making model utilized in the MSW program
   measurement: classroom discussion, quiz, reflection cards

8. demonstrate the ability to attend to and be sensitive to client diversity;
   measurement: classroom discussion, quiz, reflection cards, social assessment

9. demonstrate the ability to identify and respond to oppressed populations;
   measurement: classroom discussion, quiz, reflection cards, social assessment

Value objectives:

1. recognize an awareness of personal values and biases and their impact on service delivery;
   measurement: classroom discussion, bio-psycho-social history, reflection cards, social assessment

2. appreciate the importance of using the ethical decision making model presented in the MSW program
   measurement: classroom discussion, reflection cards

3. recognize the need for understanding and sensitivity to client diversity;
   measurement: classroom discussion, reflection cards

4. appreciate the ability to identify and respond effectively to oppressed populations;
   measurement: classroom discussion, reflection cards
**COURSE FORMAT:**
This course material will be addressed through lecture/discussion/group/electronic involvement with class members, as well as instructor and guest lecturers offering different perspectives. Experiential learning will be focused upon using interviewing skills in class and an actual interview with a professional social worker in the community for the psychosocial social assessment. As a methods course, attendance and participation are not only required but also are critical to successful learning. Participation includes voicing opinions, facilitating discussion in class and on Canvas™ if requested, and speaking knowledgeably regarding the assigned readings. Participation will reflect quality, quantity and demonstrated respect for diversity and differences within the classroom. Developing a professional presence is a core objective in the course. The use of pagers, cell phones, preparation of material for other coursework, or disrespectful conversations are inappropriate in the learning environment.

**COURSE REQUIREMENTS:**
All students are active participants in all meetings. All written work in the course will be handed in at the stated deadline in this course guide. This outline is a contract between the student and the instructor. It is a working instrument that guides learning throughout the semester. A class environment that is conducive to learning requires respect for all participants. Students and instructor are expected to conduct themselves in a respectful manner. Late submissions of assignments will result in a deduction of one letter grade per day late.

**USF Sarasota-Manatee Policies and Procedures**

**Academic Dishonesty**
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog and the USF Student Code of Conduct. Current and archived catalogs may be found at: [http://usfsm.edu/academics/](http://usfsm.edu/academics/) and the USF Student Code of Conduct can be found at [http://www.sa.usf.edu/srr/page.asp?id=88](http://www.sa.usf.edu/srr/page.asp?id=88)

**Academic Disruption**
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog and the USF Student Code of Conduct. Current and archived catalogs may be found at: [http://usfsm.edu/academics/](http://usfsm.edu/academics/) and the USF Student Code of Conduct can be found at [http://www.sa.usf.edu/srr/page.asp?id=88](http://www.sa.usf.edu/srr/page.asp?id=88)

**Contingency Plans**
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Campus Police Website](http://www.sa.usf.edu/campuspolice) for further
information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

**Disabilities Accommodation**

Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 359-4714; email: disabilityservices@sar.usf.edu and website: [http://usfsm.edu/disability-services/](http://usfsm.edu/disability-services/)

**Fire Alarm Instructions**

At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See information available on the USFSM student and faculty webpages at [www.usfsm.edu](http://www.usfsm.edu)

**Religious Observances**

The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. [http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf](http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf)

**Emergency Preparedness**

It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness. See information available on the USFSM student and faculty webpages at [www.usfsm.edu](http://www.usfsm.edu)

**Web Portal Information**

Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. Therefore it is the student’s responsibility to check their USF email regularly.

**Instructor Copyright**

Students may not sell notes or other course materials.

**Course Assessment/Student Assessment/Student Evaluation**

- During the last weeks of each semester USF designates days for students to evaluate their classes online. Students will be notified via email (USF) on where to log in to and when assessments are ready to be completed. Reminder emails will be sent until the evaluation is completed.

- **Canvas™ Support** is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. Please call 941-359-4295.

- The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

- Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at [http://guides.instructure.com/m/8470](http://guides.instructure.com/m/8470).
**GRADING**

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<th>Percentage</th>
<th>Due Date</th>
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<td>25%</td>
<td>Nov 5</td>
</tr>
<tr>
<td>Biopsychosocial Assessment</td>
<td>25%</td>
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<td>25%</td>
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<td>25%</td>
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Scale

- 100 = A+
- 99-94 = A
- 93-90 = A-
- 89-87 = B+
- 86-84 = B
- 83-80 = B-
- 79-77 = C+
- 76-74 = C
- 73-70 = C-
- 69-67 = D+
- 66-64 = D
- 63-60 = D-

*see Assignments Descriptions at the end of this syllabus.

**REQUIRED TEXTBOOK(S)**


**COURSE CALENDAR:**

**Aug 27**
- Foundations of Social Work Practice - overview of course  
  *RC*
- Readings: Hepworth et al, Chapter 1
- Orientation to the MSW Program will be held the first night’s class time

**Sept 3**
- The helping process – the direct practice domain
- Required reading: Chapters 1 and 2, Hepworth et al

**Sept 10**
- Social work values and ethics  
  *RC*
- Required reading: Chapters 3 & 4, Hepworth et al
- Chapters 1-3 in Loewenberg and Dolgoff

**Sept 17**
- The assessment process
- Brief in-class assignment – course feedback
- Bio-psychosocial assessment guidelines reviewed; template for assignment
- APA style demonstration
- Required reading: Chapters 4-5, Hepworth et al
- Assessment as an initial tool to understanding the client; review of concepts and rapid assessment tools, ie., BDI, BAI, life goals, life space drawing, genogram, social support scales. Initial assessment as well as ongoing assessment of practice effectiveness.

**Sept 24**

**Online Assignment**: Discuss counter-productive communication; see Canvas™.
- (Chapter 7 may help you with this discussion.)

Oct 1  
Verbal communication skills - The relationship: practice in class *RC*

Required reading: Chapters 5-6, Hepworth et al

Counter-productive communication

Genogram, an assessment tool Chapter 7, Hepworth et al

Oct 8  
**Online:** The social work strengths perspective

Required reading: Chapters 8 & 9, Hepworth et al

Interpretation/Confrontation

Oct 15

Multi-cultural Practice

Required reading: Chapter 10, Hepworth et al

Oct 22

Mezzo (small group-level) practice; review genogram construction

Required reading: Chapter 11 & 16, Hepworth et al

Oct 29  
**Online:** Review of genogram article posted in Canvas™

Nov 5

Formulating goals - change-oriented strategies **Genogram due**

(suggestion: do you have your assessment interview completed by now?)

Required reading: Chapter 12 and 13, Hepworth et al

Nov 12

Developing resources: community planning & advocacy *RC*

Required reading: Chapter 14, Hepworth et al

Nov 19

Enhancing clients’ skills & addressing barriers to change

Required reading: Chapter 18, Hepworth et al

Nov 26  
**Online Assignment:** Discussion of individual, family, & group therapy

How might each method differ? Which might you prefer (at this early point)? **Psychosocial Assessment/Paper due 11/28** (electronic submission)

Dec 3  
Termination and evaluation

Required reading: Chapter 19, Hepworth et al

Wrap-up of course

Course Evaluations; summary course reflections

Dec 10: Engage in meaningful instructional activity: read a novel and apply social work ethics and other principles to the characters’ activities! ☺
SUPPLEMENTAL SOURCES


**General Reference Texts (may be useful for paper and other assignments)**


### Assignments & Descriptions

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**Genogram**

The student will develop a genogram in accordance with examples given in class, including family members and their relationships, the quality of relationships, estrangement or close bonding, and other features of family life. Even if you have constructed a genogram in another course, this genogram will emphasize greater detail about the family system, the psychological traits of family members, and bio-psycho-social issues. If the student prefers, a fictitious family may be constructed.

**Bio-Psycho-Social Assessment**

(Also known as the social history) the form will be completed by the due date, and the template is found at the end of this syllabus. Please remember that the social history is constructed from the assessment process, and includes impressions of the “client’s” history, thoughts, beliefs, behaviors, and values, to the extent that they can be determined. The use of a tape, either audio or video, is recommended in order to capture the most accurate rendition of the information.

**Online Assignments** will be given throughout the semester. They may involve bringing in articles located on a subject, online discussions with classmates, or other events that explicate the nature of social work as a profession.

**Reflection Cards Assignment**

Reflection Cards- following class discussions, films, or speakers, the student will write a five-point reaction to the event, discussing impressions, questions, content, or reflections upon the topic. 5 reflection cards will be completed throughout the semester, at 5 points each. Reflection cards are completed at the end of certain classes; they cannot be made up if missed.
Interviewing for the Psychosocial Assessment

Interview a friend, family member or colleague who is willing to talk with you for at least 30 minutes about a concern. It is important to:
--get the signed permission of this person to audio tape or verbally conduct the interview
--explain that the goal of the interview is to demonstrate your skills, as a course assignment and not as research.

Listen to your tape or review your video.

Write a 5-to-8-page paper analyzing your skills in this interview.

Description of Paper

1. Write a brief introduction describing client’s presenting problem, relationship to you, setting, your feelings when starting the interview, and goals you have for the interview

2. Describe one example for each of these skills (5 total)
   a. paraphrasing (restating)
   b. open-ended questions
   c. seeking concreteness or insight
   d. empathic listening (reflecting)
   e. one of the following:
      --self-disclosure
      --confrontation or probing for further information
      --interpretation

3. Write a paragraph or two identifying the interviewing skill you were attempting to use and analyzing your strengths and/or difficulties in demonstrating this skill.

2. At the end, write a conclusion section describing what you learned about yourself and this “client” from this exercise.

The final paper should be 5-8 pages in length, double-spaced except for the transcriptions, which should be single-spaced. Please submit any field notes or notations on the history form itself, along with this formal paper.
Appendix B: Social History Form

**BIOPSYCHOSOCIAL HISTORY AND TREATMENT PLAN**

Developed by Dr. Anne Strozier, USF Tampa

“CLIENT” _________________________________________
DATE________________

Identifying/Referral Information
A. Age, sex, marital status of client
B. Informant(s) – who provided information about the client
C. Referral information – who referred client and reason for referring

Presenting Problem(s)
A. Client’s view of his/her problem(s) in his/her own words (use quotes if possible)
B. Significant other’s view of problem (if relevant)

Current Situation
A. Family/Friendship Structure
   Family members, ages, employment/school, health issues
   Marriage/relationship situation/sexual functioning
   Family relationships/roles, including parenting
   Extended family support
   Friendships, support systems
B. Living Arrangements
   1 Housing
   2 Neighborhood – safety, location
   3 Transportation issues
   4 Food
C. Employment/school
   1 Type of work/school
   2 Description of activity required
   3 Any financial difficulties
D. Spirituality/Religion
E. Racial/Ethnic/Cultural Influences
F. Physical and/or mental difficulties
   1 Physical illnesses and current treatment, including medication
   2 Mental illnesses and current treatment, including medication
   3 Alcohol and other drug use/abuse
   4 Destructive tendencies-suicidal/homicidal
G. Personal perceptions
   1 Meanings client ascribes to problems
   2 Personal view of strengths and weaknesses
   3 Personal view of coping strategies
   4 Feelings about seeing a social worker and expectations
Past History

A. Family background
   1 Parents, their past occupations, names, ages (IF not described in III. A.)
   2 Siblings, order of client’s birth, ages and living status of siblings (IF not described in III. A.)
   3 Feelings about growing up
   4 Strengths/weaknesses in family, including past issues for family member(s) with alcoholism, mental illness, criminality, physical disease, sexual/physical abuse

B. Birth and early years
   1 Pregnancy and delivery
   2 Early problems/strengths/personality
   3 Age at walking, talking, other developmental milestones (if unusual)
   4 Family situation

C. School history
   1 Extent of education
   2 Adjustment to school
   3 Peer relationships
   4 Any unusual changes in grades or behavior during school

D. Work history
   1 Type of jobs held and adjustment to work situations
   2 Any unusual work difficulties/successes

E. Relationships
   1 Previous significant relationships/marriages, dates, issues
   2 Children from previous relationships—ages, location, names

F. Medical/psychiatric history
   1 Major illnesses, accidents, emotional problems
   2 Hospitalizations (for mental or physical reasons)
   3 Alcohol and other drug problems
   4 Previous social work/counseling experiences

Diagnostic Formulation

A. Bio-physical aspects of client’s presenting problem
B. Psychological aspects of client
   1 Ego functions: Defenses, Coping mechanisms, Strengths/weaknesses
   2 Cognitive/Perceptual Functioning: Intellectual functioning, Judgment, Reality testing, Coherence, Cognitive flexibility, Values, Misconceptions, Self-Concept, Cognitive or thought disorders
   3 Emotional Functioning: Emotional control, Range of emotions, Appropriateness of affect
4 Behavioral Functioning
5 Stage of life cycle
6 Motivation

C. Social aspects of client
   1 Problems of role performance (specify role and manifest problem in role)
   2 Environmental systems assessment: physical environment, social support systems
   3 Racial, ethnic, cultural, socioeconomic and sex/gender factors contributing to client's problem(s).

Plan
A. Short term plan
B. Long term plan

Sign your name here ____________________________________________

Your name printed ____________________________________________

Social Work Student