

Valdosta State University Division of Social Work (FINAL)
SOWK 6301A Fall 2013 (3 Credit Hours)
Generalist Practice – Individuals and Families

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Class Schedule:	Room 113, Pine Hall, Tuesdays, 5-8 pm

CATALOG DESCRIPTION

An introduction to knowledge of the problem solving process used in generalist practice with individuals and families within the ecological systems framework.

COURSE DESCRIPTION

This course will present you with knowledge of the planned intervention process used in generalist practice with individuals and families within the ecological systems framework. Social work values, ethics, issues of diversity and social justice are included. Emphasis is given to helping people to use their strengths to accomplish tasks.

PREREQUISITE

Admission to the program. Corequisite SOWK 6303.

RELATION TO OTHER COURSES

This is the first practice course in your foundation sequence of courses. It will focus on work with individuals and families. The course material builds on the liberal arts base in undergraduate work and allows you to apply material from SOWK 6201 (Human Behavior in the Social Environment), which is taught simultaneously. The combination of these courses (which are linked on the same level, or horizontally) will provide an excellent base for your work in your first practicum. It will also bridge to macro practice and vertically to later, advanced practice courses.

REQUIRED TEXTS

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole.

REQUIRED TECHNOLOGY

Although this course will be taught Face to Face, BlazeVIEW D2L (Desire to Learn) will be used extensively. ALL assignments will be submitted electronically to the Dropbox, and the Gradebook will be used for recording grades so that students always can determine their grade points. The Calendar is a helpful tool for due dates, and Course Content files will be used continuously for providing all course content per week.

VSU BlazeVIEW Support

Valdosta State provides free technical support for students. If you need technical assistance with your computer or BlazeVIEW, call the Help Desk at 229-245-4357 or visit the BlazeVIEW@valdosta.edu website for Frequently Asked Questions and Self Help. For questions about the new BlazeVIEW system which went online in May, 2013, you may access the University System of Georgia (USG Helpline) on a 24/7 basis for assistance. Specific directions for contacting the helpline either by e-mail or by telephone are found on the right side of each Course Homepage for SOWK 6301. We have all found the USG Helpline to be experts on BlazeVIEW and to be able to trouble-shoot almost all problems.

COURSE OUTCOMES

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program objectives, and will help you build toward achievement of those objectives. Lessons, materials, methods and assignments are organized toward your achievement of the objectives and toward what you as a student will be able to do differently, as a direct result of participating in the course:

1. *Articulate the Planned Intervention Process (PIP) of generalist practice*
2. *Describe the purpose and process of crisis intervention*
3. *Describe the purpose and process of case management.*
4. *Conduct a biopsychosocial assessment that acknowledges and respects the client's value system while minimizing one's own bias.*
5. *Articulate the position of direct practice in a generalist perspective.*
6. *Use the ecological systems perspective in a practice situation.*
7. *Use existing research in a practice situation.*
8. *Identify cultural differences, biases, and assumptions that arise in practice with persons of diverse backgrounds.*
9. *Differentiate between meaningful differences and stereotypes.*
10. *Identify personal values, biases and knowledge deficits that limit one's ability to practice with different populations.*
11. *Identify populations-at-risk from practice situations.*
12. *Identify ethical issues within practice situations.*
13. *Identify the principles of ethical decision making.*
14. *Address ethical issues within practice situations.*
15. *Identify the elements and structure of the interviewing process.*
16. *Collect relevant data from a client system.*
17. *Articulate essential elements of critical thinking as applied to social work practice.*
18. *Describe issues and techniques of client advocacy.*
19. *Adhere to student code of conduct and NASW code of ethics within the Division of Social Work*

ASSIGNMENTS

You will demonstrate your achievement of course objectives through your submitted projects, exams, and assignments:

1. Biopsychosocial (Multidimensional) Assessment (100 possible points)

You will interview and then complete a multidimensional biopsychosocial assessment of an adult (age 18 or older) “client” in a role play situation. This activity will enable you to use the ecological systems perspective to assess an individual’s strengths, needs, and resources at multiple levels (e.g., individual, family, groups, community, etc.), while demonstrating an awareness of the impact of culture and diversity. You are to select an acquaintance (not a family member or close friend) that is willing to share a problematic issue/situation (minor or major; real or invented). Your interviewee should differ from you in significant ways (e.g., different culture, ethnicity, gender, age, disability, or sexual orientation). You are to attach a one-page personal reflection on your experience of interviewing and writing the assessment. Further guidelines are found in the Course Content files of BlazeVIEW under the “Biopsychosocial Assignment”. **Links to Course Outcomes 4, 8, 10, 16. Links to Program Objectives 1, 4, 5, 11, 14.**

2. Multi-Level Intervention Group Presentations (60 possible points).

You will be assigned to a group of 4 students and complete a group project involving a 30-minute, creative presentation. Groups will demonstrate an understanding of: a) social issues and social problems that differentially impact diverse client populations and that can place them at risk for oppression; b) an intervention process of generalist social work practice as it applies to direct practice with individuals and families with diverse strengths and needs; and c) models of practice that are sensitive to the needs of particular client population groups. Further guidelines are found in a file on the Course Contents page. **Links to Course Outcomes 1, 5, 7, 11, 18. Links to Program Objectives 1, 5, 10.**

3. Progressive Exam Questions (PEQ). (250 possible points). There are a total of 5 assignments worth 50 points for a total of 250 possible points. These video-based/and text-based assignments give students the opportunity to apply major concepts to practice situations. The assignments will be given throughout the semester, and are designed to assist students in increasing their practice knowledge/ skills. **Links to Course Outcomes: all course outcomes, 1-19. Links to Program Objectives: all course objectives, 1-19.**

4. One Pop Quiz – 50 points. (I reserve the right to give a second quiz if students are not reading the text). Quiz will be based on assigned readings in Hepworth & Rooney *et al.*, in addition to lecture content, and will be given within the first few weeks of the semester.

5. Participation Points (3 points per class X 15 classes for a total of 45 points for semester). These points are based on participation in classroom discussions, respectful interactions with instructor and peers, attendance, timeliness, adherence to class policies, and other issues of student comportment that students signed off on that were articulated in the *MSW Student Code of Conduct*.

ASSESSMENT

GRADES: 505 possible points

A= 454-505

B= 403-453

C= 352-402 (a “C” is worth one deficiency point—*MSW Student Handbook*)

D= 301-351 (a “D” is worth two deficiency points—*MSW Student Handbook*)

F= 300 and below (an “F” is worth three deficiency points and you must retake the course—*MSW Student Handbook*)

I will need to inform your Advisor if your final grade falls below a “B.” **Please Note:** Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from The Georgia Legal Code, policies of the Georgia Board of Regents of the University System, Valdosta State University, and the VSU Division of Social Work. All relevant policies are found in the *MSW Student Handbook* <http://www.valdosta.edu/sowk/documents/StudentHandbook>. **IT IS IMPORTANT FOR STUDENTS TO READ AND UNDERSTAND THE POLICIES IN THE STUDENT HANDBOOK.** Recall the “STATEMENT OF UNDERSTANDING” signed by each student during Orientation in which students agreed to comply with these policies. It is the student’s responsibility to contact me with any special needs or developing problems. I will assist you as I am able, but I cannot do so if I am not aware of problems or needs.

COURSE SCHEDULE

Note: Your “handouts,” syllabus, assignments, rubrics, course e-mail, and links to activities of interest can be found in BlazeVIEW. All MSW students are expected to use BlazeVIEW as a supplement to this course and other MSW courses. **Readings listed under each class means that students must read the materials prior to the specific class!**

Tuesday, Aug. 13, Week 1. Overview of Course and the Profession

Introduction and tour of BlazeVIEW

Introductions SOWK 6301 Syllabus; Text: Hepworth, Rooney, Dewberry-Rooney, & Strom-Gottfried

Introduction to Generalist Practice (PP)

READINGS: Hepworth, Rooney, Dewberry-Rooney, & Strom-Gottfried, (Hepworth & Rooney *et al.*) Ch. 1, *The Challenges of Social Work*, pp. 4-10 (ignore the EPAS Competencies) pp. 16-23; Ch. 2, *Direct Practice: Domain, Philosophy and Roles*, pp. 25-34.

READING: Carl Rogers (1958), *The characteristics of a helping relationship* (found in Course Content file under Module 1/Week 1)

Tuesday, Aug. 20, Week 2. Overview of the Helping Process

Generalist Practice

Planned Intervention Process (PIP)

READ: Hepworth & Rooney, Ch. 3, *Overview of the Helping Process*, pp. 35-54.

Progressive Exam Questions (PEQ) #1: Carl Rogers' Address: *The characteristics of a helping relationship*. Respond to questions identified in the Rogers' Assignment that is found in the Course Content files under Module/Week 2. **Due in Dropbox Tuesday, Aug. 27, 5:00 pm (50 points).**

Tuesday, Aug. 27, Week 3. Effective Communication with Clients

Engagement & Rapport (PP)

Getting in and out of your client's way (PP)

READ: Hepworth, Rooney *et al.*, Ch. 5, *Exploring, Assessing & Planning*, pp. 89-128

Tuesday, Sept. 3, Week 4. Effective Communication with Clients (continued)

Engagement & Rapport (continued)

Empathy (continued)

Social Work Micro Practice Skills (PP)

Learning from "Mistakes" (PP)

No new readings

PEQ #2: *Getting back to Shakopee video*. Please take notes on the video that we watch in class. Follow directions for PEQ2 assignment that are found in Module/Week 4 in Course Content files.

Due in Dropbox on Tuesday, Sept. 10, 5:00 pm. (50 points)

Tuesday, Sept. 10, Week 5. Building Blocks of Communication: Conveying Empathy and Authenticity

Engagement: Making the Connection

Engagement & Relationship: Hearing the Story

Key Interviewing Techniques: Verbal Following Skills, Paraphrasing, Closed and Open-Ended Responses, Concreteness, Focusing, Summarizing Responses

READINGS: Hepworth & Rooney, Ch. 6, *Verbal Following, Exploring, & Focusing Skills*

QUIZ: Review for brief, in-class Quiz on Chapters 1, 2, 3, and 5 next week! (50 points)

Tuesday, Sept. 17, Week 6. Eliminating Problematic Communication Patterns with Clients

Quiz on Chapters 1, 2, 3, and 5 at beginning of class – 50 points

Eliminating Nonverbal Barriers

Eliminating Verbal Barriers

READINGS: Hepworth & Rooney, Ch. 7, *Eliminating Counterproductive Communication Patterns*, 165-183.

PEQ#3. Bad Psychiatric Interview Assignment. We will see video so that you can complete the Bad Psychiatric Interview Assignment. Instructions for PEQ#3 found in Course Content files for Module/Week 6. The content that we covered in **Ch. 3** (and maybe Ch. 5) will help you to answer the

questions which are designed to help you review of good interviewing techniques. **Due in Dropbox on Tuesday, Sept. 24 at 11:00 pm, (50 points).**

Tuesday, Sept. 24, Week 7. Social Work Values and Ethics

Values and biases

Our Professional Code of Ethics (PP)

Ethical and Values (PP) (includes content on ethical dilemmas)

READINGS: Hepworth & Rooney, Ch. 4, *Operationalizing Cardinal Social Work Values*, pp. 57-82.
NASW Code of Conduct (2008) **(print out a copy)**

Tuesday, Oct. 1, Week 8. Assessing the Problem: Exploring and Understanding Problems and Strengths

Assessing the Problem (PP)

Problem-Solving Interventions (PP)

Assessing the Problem (PP)

Planning (PP)

READINGS: Hepworth & Rooney, Ch. 8, *Assessing : Exploring Problems and Strengths*, p. 185-211;

PEQ #4. Case Study of Willis Family. Assignment directions and the case study are found in Module 8, Week 8 Course Content files. **Due in Dropbox on Tuesday, Oct. 8 at 5:00 pm (50 points).**

Tuesday, Oct. 8, Week 9. Assessing the Person: Intrapersonal, Interpersonal, and Environmental Factors

Assessing the Person (PP)

Mental Status Examination (MSE)

Models of Treatment (PP)

Motivational Interviewing & Stages of Change

READINGS: Hepworth & Rooney, Ch. 9, *Assessment: Intrapersonal, Interpersonal and Environmental Factors*, p.215-247; this chapter provides essential data that you will use to complete your Biopsychosocial Assessment!

Tuesday, Oct. 15, Week 10. Assessing the Family: Assessing Family Functioning in Diverse Family and Cultural Contexts

Assessing Families (PP)

Family Based Crisis Intervention (PP)

Trends and Skill

READINGS: Hepworth & Rooney, Ch. 10, *Assessing Family Functioning Diverse Family/Cultural Contexts*

BEGIN TO PREPARE FOR BIOPSYCHOSOCIAL THAT IS DUE OCT. 31; MAKE SURE THAT YOU HAVE FOUND SOMEONE TO SERVE AS A "CLIENT" FOR YOUR INTERVIEW!

PEQ5 Due. Case Study of Shondra Garcia. Directions and Case Study found in Course Content files under Module 12. **Due in Dropbox on Tuesday, Oct. 22 at 5:00 pm.**

Tuesday, Oct. 22, Week 11. The PIP Continues: Developing Goals and Formulating a Contract.

Goal Setting with Clients

Mandated Clients

READINGS: Hepworth & Rooney, Ch. 12, *Developing goals and formulating contract*, pp. 327-371.**BIOPSYCHOSOCIAL IS DUE OCT. 31****Tuesday, Oct. 29, Week 12. Exploring and Engaging with Human Differences**

Cultural Competence (PP)

Disabilities

Aging and Older Adults

Interviewing Children

Models of therapy used with Generalist Practice

READINGS: Hepworth & Rooney, Ch. 13, *Planning and Implementing Change-Oriented Strategies*;******* Biopsychosocial Assessment Due in Dropbox Thurs, Oct. 31 at 11:00 pm!****Tuesday, Nov. 5, Week 13. The PIP Continues: Planning and Intervening in Context**

Intervening

Case management (PP)

Advocacy

Empowerment

READINGS: Hepworth & Rooney, Ch. 14, *Developing Resources, Organizing, Planning and Advocacy as Intervention Strategies*,**MEET IN SMALL GROUPS TO DISCUSS PRESENTATIONS****Tuesday, Nov. 12, Week 14. Termination and Other Issues**

Suicide

Crisis Intervention

Crisis Intervention by Social Workers

Termination

READINGS: Hepworth & Rooney, pp. 228-232 (Suicide assessment); pp. 399-408 (Crisis Management); Ch. 19, *The Termination Phase*, pp. 589-606.**2 Group Presentations****Tuesday, Nov. 19, Week 15. Ending the Work**

Wrap-up

2 Group Presentations

DIVISION OF SOCIAL WORK and UNIVERSITY POLICIES RELEVANT TO THIS COURSE

The goal of the Division of Social Work is to prepare students for the professional practice of social work. The Division requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found in the current *MSW Student Handbook*. The Code of Conduct must be signed by all beginning MSW students during Orientation.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance: Because the MSW Program is a professional program, class attendance is MANDATORY. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook*. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

Due Dates for Assignments: All assignments must be submitted ON TIME and IN THE MANNER directed by the faculty (e.g., brought to class, sent to the Assignment Drop Box, etc.). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy. Because SOWK 6301 is the first practice course, students are expected to model professional behavior in the classroom including timeliness, attention to professional responsibilities, and adherence to the *NASW Code of Ethics*. Lateness and failure to submit assignments are not acceptable. Students will lose points for late papers unless students have a medical excuse or family emergency. Please submit papers early enough to determine whether there are submission problems in BlazeVIEW so that you can request help if needed. **Thus, timely submission of papers is an required. Late submissions will be penalized by the loss of 10% of the total points per day.** If an individual encounters a personal crisis or emergency that will impact class attendance or participation, the student must contact Dr. Giddings and other instructors immediately.

Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Division of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Division of Social Work is found in the *MSW Student Handbook* found as a link off the [Division web site](#). Anti-plagiarism is built into BlazeVIEW and will be used in written assignments for the semester.

Incompletes: Incomplete grades are given **only** in cases of extreme emergency with proper documentation, and are granted **only with the prior approval of the instructor**. Policies governing Incompletes are found in the *MSW Student Handbook*.

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Division's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: <http://www.valdosta.edu>. If you have questions, it is best to call the Division of Social Work main number or contact your instructor.

Use of Laptops and Cell Phones in Class

The use of computer/iPad devices for in-class note taking must be approved by the instructor unless mandated by the VSU Access Office as an approved accommodation. Students who choose to "surf the web" post on Facebook during class will receive a grade deduction of **10 points per class when this occurs**. **Students who choose to text under the desk during class and who use their phones inappropriately in class also will lose 10 points per class**. Based on complaints from students in the MSW Program, use of these devices in class distracts other students who can hear or see these activities. Students are expected to advise the instructor if they are "on call", put phones on vibrate, and sit near the door to take calls. Phone calls during class, just as phone calls during client interviews, are unacceptable. These inappropriate student behaviors are identified in the *MSW Student Code of Conduct*.

ADA Accommodations: The Access Office for Students with Disabilities (Access Office) serves students with documented disabilities that have met the VSU admission criteria and are otherwise qualified. *The Access Office is the centralized agency for receiving disability related documentation and approving requested accommodations*. Students voluntarily register with the Access Office and provide documentation to support requested accommodations. Documentation review involves the assessment of the individual's disability with respect to documentation presented and accommodations requested. Documentation provided must meet Board of Regents' criteria. Types of disabilities served include learning disabilities, attention deficit hyperactivity disorder, visual, hearing, mobility, psychiatric, and other health impairments. Services provided include test proctoring, classroom modifications, adaptive technology, sign language interpreting, note-taking, faculty notification, and assistance with campus accessibility. Students may contact the Access Office at www.valdosta.edu/access or 229-245-2498.

Technology Assistance: Students having technology problems may contact the [Help Desk](#) (phone 229-245-4357) or e-mail a question at helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of the Odum Library. Contact numbers for the 24 hour Helpline provided by the University System of Georgia are posted on the Course Homepage and includes e-mail access and telephone access. **Please note that BlazeVIEW goes down for routine maintenance on Friday nights and the specific maintenance hours are provided on BlazeVIEW website. Also, because of the high volume of use of BlazeVIEW in the fall, there are sometimes problems accessing BlazeVIEW. When BlazeVIEW goes down, you will be alerted and you will be informed when it goes back up.**

Students Experiencing Academic Difficulties: Students with academic concerns are strongly encouraged to contact the staff of the [Student Success Center](#) or call them at 229-333-7570. The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are

encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available.

Additional services: The [Counseling Center](#) (phone 229-333-5940; e-mail piraynor@valdosta.edu). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The [Farber Health Services](#) provides physical health services (phone 229-333-5886).

Emergency Campus Police: The Police Contact Number is **229-259-5555**. The Campus Police Division is located in Pine Hall. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) **and *447** (GA State Highway Patrol) **into their cell phone.**

EXPLANATION OF THE POCO MAP

As part of our ongoing Curriculum Revision, you will see the Program Objective Course Outcome Map or “PoCo Map” in each class syllabus. Your instructors will assist you in using the map while you are in the MSW Program. The “map” is simply a graphic representation of the MSW Curriculum which shows how all parts of the curriculum are interrelated.

The program objectives are derived from the goals of the MSW program. As we define it, program objectives are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, course outcomes **are much more specific**, course-related components of each program objective. The specific Course Outcomes are what each of you should have achieved by the end of each course. They are measured directly through tests, assignments, discussions, and activities. Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program objectives which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program objective (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Course outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 19 Program Objectives to form the basic structure of the MSW Curriculum: 14 are foundation objectives and five are concentration objectives. The PoCo Map shows that these 19 Program Objectives are met in different courses across the two-year curriculum. For example, most of the objectives that are related to Social Policy will be met in the two required Policy Courses. Further, each of the 19 Program Objectives is linked with specific Course Outcomes.

In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Course Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application! Think of a window, which might be a combination of a specific size of glass, with a type of wood and metal. The achievement is the building of a window; the window is an achieved product although its ultimate application is its ‘fit’ with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned. Further, we will identify specific assignments, exercises, and quizzes that relate to course outcomes. The POCO Map ensures that all

courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education (*approved on July 24, 2008*).

“MINI-POCO MAP” FOR SOWK 6301

The Course Mini PoCo Map displays connections of the course outcomes and their measures to the overall Program Objectives for the course (i.e. “FPO 2” is Foundation Program Objective 2; “6301-CO1” is Course Outcome 1).

FPO 1. Conduct multi-level generalist practice based on the planned intervention process.

6301-CO1. Articulate the Planned Intervention Process (PIP) of generalist practice (Multi-level intervention group presentation).
6301-CO2. Describe purpose and process of crisis intervention (class discussion)
6301-CO3. Describe purpose and process of case management (class discussion).
6301-CO4. Conduct biopsychosocial assessment acknowledging and respecting the client’s value system while minimizing one’s own bias (Biopsychosocial assessment [interview & written report]).
6301-CO5. Articulate the position of direct practice in a generalist perspective (Multi-level intervention group presentation).
6301-CO8. Identify cultural differences, biases, and assumptions that arise in practice with persons of diverse backgrounds (Biopsychosocial assessment [interview & written report]).
6301-CO9. Differentiate between meaningful differences and stereotypes (Class activities/discussion).
6301-CO10. Identify personal values, biases and knowledge deficits that limit one’s ability to practice with different populations (Biopsychosocial assessment [interview/written report]).
6301-CO15. Identify the elements and structure of the interviewing process (Midterm exam, 10 pts. out of 50).
6301-CO16. Collect relevant data from a client system (Biopsychosocial assessment [interview/written report]).

FPO 2. Demonstrate the ability to apply critical thinking within the context of professional social work practice.

6301-CO4. Conduct a biopsychosocial assessment acknowledging and respecting the client’s value system while minimizing one’s own bias (Biopsychosocial assessment [interview/written report]).
6301-CO17. Articulate essential elements of critical thinking as applied to social work practice (Biopsychosocial assessment).

FPO 3. Analyze and apply the values and ethics of the social work profession.

6301-CO12. Identify ethical issues within practice situations (Online simulated crisis intervention).
6301-CO13. Identify the principles of ethical decision making (class exercises on ethics and ethical decision making)
6301-CO14. Address ethical issues within practice situations (PEQs).

FPO 4. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.

6301-CO4. Conduct a biopsychosocial assessment acknowledging and respecting the client’s value system while minimizing one’s own bias (Biopsychosocial assessment [interview/written report]).
6301-CO10. Identify personal values, biases and knowledge deficits that limit one’s ability to practice with different populations (Biopsychosocial assessment [interview/written report]).

FPO 5. Understand and challenge mechanisms of oppression and discrimination.

6301-CO11. Identify populations-at-risk from practice situations (Multi-level Intervention group presentation).
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FPO 6. Apply strategies of advocacy and social change to advance justice.

6301-CO18. Describe issues and techniques of client advocacy (**Multi-level intervention group presentation**).

FPO 8. Select and apply human behavior theory and evidence to inform practice using the ecosystems perspective as an organizing framework.

6301-CO6. Use the ecological systems perspective in a practice situation (**Online simulated crisis intervention**).

6301-CO7. Use existing research in a practice situation (**Multi-level intervention group presentation**).

FPO 10. Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately.

6301-CO7. Use existing research in a practice situation (**Multi-level intervention group presentation**).

FPO 11. Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form.

6301-CO4. Conduct a biopsychosocial assessment acknowledging and respecting the client's value system while minimizing one's own bias (**Biopsychosocial assessment [interview/written report]**).

6301-CO15. Identify the elements and structure of the interviewing process (**Midterm exam, 10 pts. out of 50**).

6301-CO16. Collect relevant data from a client system (**Biopsychosocial assessment [interview/written report]**).

FPO 12. Demonstrate the ability to appropriately use feedback, supervision and consultation in the service of professional conduct and growth.

6301-CO4. Conduct a biopsychosocial assessment acknowledging and respecting the client's value system while minimizing one's own bias (**Biopsychosocial assessment [interview/written report]**).

FPO 14. Identify with the social work profession and behave professionally.

6301-CO4. Conduct a biopsychosocial assessment acknowledging and respecting the client's value system while minimizing one's own bias (**Biopsychosocial assessment [interview/written report]**).