Inclusive Excellence

The University of South Dakota and the School of Health Sciences is committed to an environment of inclusiveness in classroom and clinical settings that honors the richness of diverse perspectives, and inter-professional practice through valuing diverse traditions, heritages, and experiences.

Diversity

USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

Catalog Description

This course provides beginning generalist social work practice, knowledge, and skills. Students learn core social work theories: Ecological theory; Systems theory; Problem-Solving theory; and the Strengths Perspective. Emphasized are the application of techniques, and visual tools that support the utilization of core social work theories and the processes used for intervention with individuals and families.

Required Textbooks and Materials


Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10th ed*. Belmont, CA: Brooks/Cole. [ISBN0-9781337129817] *(MindTap in D2L; you will purchase the “bundle” from the USD bookstore, which will include a downloadable copy and code at a discounted price. You will need this bundle, as some of your content will only be available by this process).*

Suggested Textbooks


**Competencies**

In accordance with the accreditation requirements of the Council on Social Work Education, students will demonstrate these competencies during this course:

<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>Student will Demonstrate Competency by this Practice Behavior</th>
<th>Practice Behavior will be Assessed by this Assignment</th>
<th>Knowledge, Values, and Skills Student will Develop in this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct one’s self accordingly</td>
<td>Practice personal reflection and self-correction to assure continual professional development (Learning Objectives: 1, 2, 3, 4, 5, 6, 7, 8)</td>
<td>Video recorded Interview Test/Quiz</td>
<td>Knowledge objectives include: introducing students to the social work profession and to the roles of a social worker (2.1.1); identify the differences between a profession and an academic discipline (2.1.1); identifying, describing, and discussing the components of the professional social work relationship with individuals, including roles and boundaries, and the critical importance of competent practice in addressing these areas (2.1.1, 2.1.10); investigating and describing common human needs within the context of human rights, and social and economic well-being (2.1.5, 2.1.3, 2.1.9); explaining the necessity of theory-informed practice and demonstrate the linkage between the two (2.1.7); explaining the necessity of research-informed practice and demonstrate the linkage between the two (2.1.6); and promoting student awareness of her/his own strengths and weaknesses in relating to other people to develop self-awareness and professional use of self as a social worker (2.1.1, 2.1.10).</td>
</tr>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct one’s self accordingly</td>
<td>Attend to professional roles and boundaries (Learning Objectives: 1, 2, 3, 4, 5, 6, 7, 8)</td>
<td>Video recorded Interview Test/Quiz</td>
<td></td>
</tr>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct one’s self accordingly</td>
<td>Demonstrate professional demeanor in behavior, appearance, and communication (Learning Objectives: 1, 2, 3, 4, 5, 6, 7, 8)</td>
<td>Video recorded Interview Test/Quiz</td>
<td></td>
</tr>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct one’s self accordingly</td>
<td>Use supervision and consultation (Learning Objectives: 1, 2, 3, 4, 5, 6, 7, 8)</td>
<td>Video recorded Interview</td>
<td></td>
</tr>
<tr>
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<tr>
<td><strong>2.1.3 Apply critical thinking to inform and communicate professional judgments</strong></td>
<td>Analyze models of assessment, prevention, intervention, and evaluation Objectives: 1, 2, 3, 4, 5, 6, 7, 8</td>
<td>Social History Paper Discussion Topics Video recorded Interview Test/Quiz</td>
<td>Values objectives include: articulating the difference between values and knowledge and assisting students to identify their personal values and compare them with and analyze them within the context of societal, professional social work, and client values to promote effective ethical decision-making (2.1.1, 2.1.2, 2.1.3); and identifying, examining, and evaluating contextual factors such as poverty, racism, and sexism, and developing an understanding as to how each of these factors affects social work practice and issues of well-being and social justice (2.1.3, 2.1.4, 2.1.5, 2.1.9).</td>
</tr>
<tr>
<td><strong>2.1.4 Engage diversity and difference in practice</strong></td>
<td>Demonstrate effective oral &amp; written communication in working with individuals, families, groups, organizations, communities &amp; colleagues Objectives: 1, 2, 3, 4, 5, 6, 7, 8</td>
<td>Social History Paper Discussion Topics Video recorded Interview Test/Quiz</td>
<td>Skills objectives include: articulating and demonstrating the application of theoretical concepts to social work practice with individuals (2.1.7); enhancing students’ abilities to critically think about and utilize developmental, empowerment, cognitive, moral development, and transpersonal theoretical models in their work with individuals (2.1.3, 2.1.7); illustrating the application of the problem-solving components of prevention, engagement, assessment, intervention, and evaluation as utilized in social work practice with individuals (2.1.10); assisting students in the development of critical thinking skills in relation to preparation, engagement, assessment, intervention and evaluation with individuals (2.1.3, 2.1.10); assisting students in understanding and learning how to establish professionally based relationships with individuals whose backgrounds differ from their own, particularly with people from different cultural, racial, economic, social, demographic, and religious backgrounds (2.1.1, 2.1.4, 2.1.10); demonstrating and developing skills in listening, observing, sending feedback, confronting, interviewing, conducting and constructing assessments, identifying strengths, problem-solving, and in terminating professional relationships (2.1.10); assisting students to develop the ability to write clear, organized prose through the completion of papers, multidimensional assessments, and examinations (2.1.1, 2.1.3, 2.1.10); and illustrating avenues social workers can use to promote social justice and human rights through social work practice (2.1.5).</td>
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</tr>
<tr>
<td><strong>2.1.4 Engage diversity and difference in practice</strong></td>
<td>Recognize and communicate their understanding of the importance of difference(s) in shaping life experiences (Learning Objectives: 1, 2, 3, 4, 5, 6, 7, 8)</td>
<td>Social History Paper</td>
<td><strong>Skills</strong> objectives include: articulating and demonstrating the application of theoretical concepts to social work practice with individuals (2.1.7); enhancing students’ abilities to critically think about and utilize developmental, empowerment, cognitive, moral development, and transpersonal theoretical models in their work with individuals (2.1.3, 2.1.7); illustrating the application of the problem-solving components of prevention, engagement, assessment, intervention, and evaluation as utilized in social work practice with individuals (2.1.10); assisting students in the development of critical thinking skills in relation to preparation, engagement, assessment, intervention and evaluation with individuals (2.1.3, 2.1.10); assisting students in understanding and learning how to establish professionally based relationships with individuals whose backgrounds differ from their own, particularly with people from different cultural, racial, economic, social, demographic, and religious backgrounds (2.1.1, 2.1.4, 2.1.10); demonstrating and developing skills in listening, observing, sending feedback, confronting, interviewing, conducting and constructing assessments, identifying strengths, problem-solving, and in terminating professional relationships (2.1.10); assisting students to develop the ability to write clear, organized prose through the completion of papers, multidimensional assessments, and examinations (2.1.1, 2.1.3, 2.1.10); and illustrating avenues social workers can use to promote social justice and human rights through social work practice (2.1.5).</td>
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<tr>
<td></td>
<td>View themselves as learners and engage those with whom they work as informants (Learning Objectives: 1, 2, 3, 4, 5, 6, 7, 8)</td>
<td>Discussion Topics</td>
<td><strong>Knowledge</strong> objectives include: introducing students to the social work profession and to the roles of a social worker (2.1.1); identify the differences between a profession and an academic discipline (2.1.1); identifying, describing, and discussing the components of the professional social work relationship with individuals, including roles and boundaries, and the critical importance of competent practice in addressing these areas (2.1.1, 2.1.10); investigating and describing common human needs within the context of human rights, and social and economic well-being (2.1.5, 2.1.3, 2.1.9); explaining the necessity of theory-informed practice and demonstrate the linkage between the two (2.1.7); explaining the necessity of research-informed practice and demonstrate the linkage between the two (2.1.6); and promoting student awareness of her/his own strengths and weaknesses in relating to other people to develop self-awareness and professional use of self as a social worker (2.1.1, 2.1.10).</td>
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<tr>
<td><strong>2.1.7 Apply knowledge of human behavior and the social environment</strong></td>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (Learning Objectives: 1, 2, 3, 4, 5, 6, 7, 8)</td>
<td>Social History Paper</td>
<td></td>
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<tr>
<td></td>
<td>Critique and apply knowledge to understand person and environment (Learning Objectives: 1, 2, 3, 4, 5, 6, 7, 8)</td>
<td>Discussion Topics</td>
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<td></td>
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<td>Video recorded Interview</td>
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<td></td>
<td>Test/Quiz</td>
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</tr>
<tr>
<td>Course Competencies</td>
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<tr>
<td>2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities (engagement)</td>
<td>Video recorded Interview</td>
<td>Values objectives include: articulating the difference between values and knowledge and assisting students to identify their personal values and compare them with and analyze them within the context of societal, professional social work, and client values to promote effective ethical decision-making (2.1.1, 2.1.2, 2.1.3); and identifying, examining, and evaluating contextual factors such as poverty, racism, and sexism, and developing an understanding as to how each of these factors affects social work practice and issues of well-being and social justice (2.1.3, 2.1.4, 2.1.5, 2.1.9).</td>
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<tr>
<td></td>
<td>Use empathy and other interpersonal skills (engagement)</td>
<td>Video recorded Interview</td>
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<tr>
<td></td>
<td>Develop a mutually agreed-on focus of work and desired outcomes (engagement)</td>
<td>Video recorded Interview</td>
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<tr>
<td></td>
<td>Collect, organize, and interpret client data (assessment)</td>
<td>Social History Paper Discussion Topics</td>
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<tr>
<td></td>
<td>Assess client strengths and limitations (assessment)</td>
<td>Video recorded Interview Test/Quiz</td>
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<tr>
<td></td>
<td>Develop mutually agreed-on intervention goals and objectives (assessment)</td>
<td>Social History Paper Discussion Topics</td>
<td></td>
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<tr>
<td></td>
<td>Select appropriate intervention strategies (assessment)</td>
<td>Video Interview Test/Quiz</td>
<td></td>
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<tr>
<td></td>
<td>Initiate actions to achieve organizational goals (intervention)</td>
<td>Social History Paper Discussion Topics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement prevention interventions that enhance client capacities (intervention)</td>
<td>Social History Paper Discussion Topics</td>
<td></td>
</tr>
</tbody>
</table>
### Course Structure

Overall, the emphasis in this course is on individual and systemic resilience. The structure of this course is two-fold. First, the focus will be on engaging, assessing, and intervening with individuals from a generalist perspective. Second, the focus will shift to work with families, including various models of practice used in contemporary social work practice.

### Course Requirements

The course requirements include the following:

1. Submission of a signed/dated course syllabus attestation.
2. Successful completion of weekly lessons, including assigned readings; full participation in course room discussions and completion of any other assigned tasks associated with each unit of study.
3. Successful completion of ten short quizzes, a midterm and final exam.
4. Successful completion of
   a. A social history assessment;
   b. A video-recording of the interview with an individual.
5. Consistent (minimum twice per week) course room attendance (log-ins).
Contacting the Professor

If you need to reach me, I can be contacted via by telephone at (605) 357-1460 during regular office hours (i.e., Monday through Friday, 8 am to 5 pm). You can also meet with me face-to-face, but you must contact me first and set up an appointment.

The best way to contact me is via your Outlook account. I will do my utmost to respond to your emails and/or requests within twenty-four (24) hours during the weekdays, or forty-eight (48) hours on the weekends and holidays. Note: You can contact me via D2L mail, however, I check this mail less frequently than I do my Outlook account. Please do not use the pager tool to contact me.

Assignments

Assignment 1: Social History Assessment

The social history assessment is to be written in the third person as though you are a worker interviewing a client. For sake of this assignment, you may use a fictional character, a relative, a previous client and/or a combination of both. You must maintain confidentiality, thus you will need to make certain you provide no information which will readily identify the client. You are writing as though “the client” has sought counseling for some concern. Information relevant to this current concern(s) must be included assessment within the context of your assessment.

The general outline for the social history is as follows:

1. Descriptive data (Name, Demographics)
2. Referral Information
3. Presenting Problem
4. Biopsychosocial Assessment
   a. Family information (Narrative and genogram-must be created digitally)
   b. Medical/Mental Health
   c. Individual functioning/Developmental History
   d. Education
   e. Alcohol/Drug/Addictive Behavior History
   f. Legal History
   g. Cultural functioning
   h. Natural support network (Ecomap must be created digitally)
   i. Physical environment
   j. Employment
   k. Significant events
   l. Spiritual
   m. Social activities
5. Initial assessment
Assignment 2: Video-Recorded Interview

Students will be expected to find one person to complete this assignment of a video recorded interview. You may wish to partner with another student whom lives within your geographical location, or you may find a volunteer in your field of practice, or even a family member. Do not use a client or former client, as this may be a breach of confidentiality. If you have questions regarding an appropriate choice for a partner, please contact me as soon as possible.

For this assignment, you will conduct a 15-20 minute interview with a “client.” You will need to develop a legitimate concern your “client” feels comfortable sharing with you as their “clinician.” The interviews should be conducted in a private location with no interruptions such as pets, children, background commotion, etc. Other students have used media options such as Skype, Go to Meeting, YouTube, Zoom and FaceTime to complete this project. You will be provided with additional information later in the semester with regards to formatting, recording and submitting your interview.

Outline for Video-Recorded Interview (You can use this example or create your own interview based on this outline – do not be afraid to be creative)

Agency Context

You are a social worker who teaches communication skills, anger management, parenting skills, coping skills, etc. You work with individuals, as well as with entire families. You are doing some contract work for Psychological Services at the University of South Dakota. Many of your clients are college students and people from the community who come to receive case management and counseling services.

Today you are meeting a new client who has come in one his/ her own volition (self-referred) We will assume you have completed a biopsychosocial interview, and are now ready to transition to the intervention phase of the interview.

I. Beginning the interview
   a. Introduce yourself to the client/ greet the client
   b. Describe a general purpose of this first meeting
   c. Orient client to the social work process (share about how you can help them, how often you might meet, what your sessions will “look like”
   d. Discuss ethical issues (informed consent, confidentiality, mandated reporting, etc.)
   e. Seek feedback from clients about the information you have shared

II. Exploring with the client
   a. Explore with the client what brought him/ her to see you
   b. Utilize open and close-ended questions
   c. Practice reflecting content and feeling
   d. Practice Partializing her/his problem
   e. Develop a mutually agreed-on focus of work and desired outcomes
   f. If applicable, practice additive empathy/ interpretation

III. Close out the session
   a. Summarize what the client shared, especially the issue(s) he/ she would like to address
b. Bring the session to a close (you might thank the client for coming in, schedule another session)

Things to think about and consider while conducting your interview:

<table>
<thead>
<tr>
<th>Interview Skills Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>States purpose</td>
</tr>
<tr>
<td>Puts client at ease</td>
</tr>
<tr>
<td>Invites client to talk</td>
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<tr>
<td>Conveys genuineness</td>
</tr>
<tr>
<td><strong>Listens to Client</strong></td>
</tr>
<tr>
<td>Balances talk time</td>
</tr>
<tr>
<td>Hears <em>what</em> is said</td>
</tr>
<tr>
<td>Hears <em>how</em> it is said</td>
</tr>
<tr>
<td>Hears <em>why</em> it is said</td>
</tr>
<tr>
<td>Encourages</td>
</tr>
<tr>
<td>Paraphrases</td>
</tr>
<tr>
<td>Checks for accuracy</td>
</tr>
<tr>
<td>Summarizes</td>
</tr>
<tr>
<td>Reflects feeling</td>
</tr>
<tr>
<td>Tolerates silence</td>
</tr>
<tr>
<td><strong>Attends to the Client</strong></td>
</tr>
<tr>
<td>Maintains eye contact</td>
</tr>
<tr>
<td>Facilitative body language</td>
</tr>
<tr>
<td>Solicits the client’s view</td>
</tr>
<tr>
<td>Shows interest in the client</td>
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<tr>
<td><strong>Other</strong></td>
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<tr>
<td>Makes smooth transitions</td>
</tr>
<tr>
<td>Does not interrupt</td>
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<tr>
<td>Does not reassure too quickly</td>
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<tr>
<td>Structures the interview</td>
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<tr>
<td>Paces the interview</td>
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<tr>
<td>Closes the interview</td>
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</tbody>
</table>

**Questions**
- Appropriate to content
- Appropriate to process
- Uses open-ended questions
- Responds to client questions
- Uses appropriate self-disclosure

**Assignment 3: Quizzes/Tests**

Over the course of the semester, students will be given ten weekly quizzes (15 points each week), one midterm exam and one final exam to assess understanding of the social work profession, professional social work practice, and ethical issues related to practice. These assignments will also provide an opportunity for the application of course materials, forum discussions, lectures and readings to social work interventions.

**Assignment 4: Discussion**

You are required to choose two of three discussion questions listed in the discussion section and provide a posting for those two discussion topics. You will be graded up to five points for each of the two discussion topics, totaling 10 points each week. The posts should be supported by information from the text(s), information from lectures and from additional research (if necessary). The discussion topics are
open in the course room on Monday at noon until 11:30 pm Sunday (CST). You must post first into the course room and then respond to at least one other students post in order to receive a grade for your post(s). Posts of an above average nature will reference peer reviewed literature and integrate with materials from the course.

Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social History Assignment</td>
<td>100</td>
<td>October 15th, 2017</td>
</tr>
<tr>
<td>Video-Recorded Interview Assignment</td>
<td>50</td>
<td>November 26th, 2017</td>
</tr>
<tr>
<td>Weekly Quizzes (10 total, 15 points each)</td>
<td>150</td>
<td>Each Week, TBA</td>
</tr>
<tr>
<td>Weekly Discussion (10 total, 10 pts each)</td>
<td>150</td>
<td>Each Week TBA</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
<td>October 2nd, 2017</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>December 4th, 2017</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>550</strong></td>
<td></td>
</tr>
</tbody>
</table>

Final grades will be assigned based on the percentages shown below and total points earned by each student at the end of the semester:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>495-550 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>440-494 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>385-339 points</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>330-384 points</td>
</tr>
<tr>
<td>F</td>
<td>≤ 59%</td>
<td>329 ≤ points</td>
</tr>
</tbody>
</table>

Coursework is graded according to:

1. Specific guidelines for each assignment.
2. The overall quality of work (i.e., typed and double-spaced, clarity, organization, use of and integration of class materials, readings, and correct punctuation, grammar and spelling).
3. Use of the latest standard style of APA writing and referencing. This includes but is not limited to appropriate references (minimal to no websites unless peer reviewed sites) and no plagiarism.
4. Confidentiality (DO NOT IDENTIFY CLIENTS BY NAME. Change names and limit information when necessary to protect client anonymity and confidentiality).
5. Ability to integrate theoretical concepts into practice.

The instructor will provide each student with a grade and written feedback on each writing assignment within 14 days of the due date/time for that particular assignment. If, for some unforeseen reason, there is a delay, the instructor will promptly notify students and set a date for when students can expect
to receive a grade/feedback from the instructor. The instructor will provide individual feedback and grades in the Assessments/Grades section of the course. Quizzes are auto-graded or graded instantly. Students will get their grade immediately upon completion of the quiz and exam.

Please see the graduate catalog and the MSW program student handbook for information regarding the University’s grading policy.

**Freedom in Learning**

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

**Academic Fraud, Plagiarism, Dishonesty, and Cheating**

The School of Health Sciences and the Department of Social Work considers academic fraud, plagiarism, dishonesty, and cheating to be serious acts of academic misconduct. Violation of the University Academic Honesty Policy could result in disciplinary action. Academic dishonesty includes cheating on exams or course assignments, plagiarism (using the ideas or words of another as one’s own without crediting the source), lying to get extensions on projects or exams, and any other form of dishonesty. See the student handbook for definitions and consequences which may include expulsion from the University.

The Department of Social Work regards any form of academic dishonesty to be a sign that the student’s values and ethics are incompatible with the values and ethics of the social work profession. An incident of academic dishonesty may result in a grade reduction for the assignment, an F for the course, and/or dismissal from the Social Work Program.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

**Make-Up Policy**

Unless explicit arrangements have been worked out by the student with the instructor well in advance, no points will be granted for late or missed assignments.
Attendance and Class Participation Policy

Social work is an interactive field of practice. Much of the learning that occurs in the graduate courses takes place in the course classroom. When a student does not log in or participate in course discussions, the student misses the interactive learning that occurs during the discussion and other members of the class miss the contribution the student might have made. Therefore, we ask that a student miss course discussions only when absolutely necessary for purposes of illness. If a student misses more than two weekly discussions, the professor may reduce the final grade.

Students are required to be prepared for every course discussion. If there are significant personal or health matters which prevent the student from attending a weekly discussion forum, or if you are involved in a University sanctioned event, you should contact your professor. Please inform the professor of any necessary absences. Three successive weekly course room discussion absences will result in a professor initiated withdrawal from this course. Professor initiated withdrawal from a course may also result in a faculty review of the student’s continuation in the program. For information regarding USD grading policies, please see:
http://catalog.usd.edu/content.php?catoid=22&navoid=1099#grading_sys

For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook.

http://www.usd.edu/~/media/files/usd-online/online-orientation-guide.ashx

This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

Special Needs/Accommodations

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents system institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu
<table>
<thead>
<tr>
<th>#</th>
<th>Day</th>
<th>Date (2016)</th>
<th>Topic/Activity 1</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 1 | Mo-Sun   | 08/21-08/27 | Welcome to SOCW 610 — Generalist Practice I: The Challenges and Opportunities of Social Work and Direct Practice  
**Lecture, handouts, class discussion, PowerPoint** | **Hepworth Ch. 1 and 2; Lucas Introduction; Van Hook Intro.** |
| 2 | Mo-Sun   | 08/28-09/03 | Overview of the helping process; Adult First Interview, Mental Status, Nature and Sources of Resiliency, Ethics  
**Lecture, handouts, PowerPoint, QUIZ 1, class discussion** | **Hepworth Ch. 3; Lucas, Ch. 1, 2; Van Hook, Ch.1 (Pages 1-30)** |
| 3 | Mo-Sun   | 09/04-09/10 | Operationalizing the Cardinal Social Work Values; Medical History, Family Crisis and Resiliency Models, Establishing Therapeutic Alliance with Families.  
**Lecture, handouts, PowerPoint, QUIZ 2, class discussion** | **Hepworth Ch. 4; Lucas, Ch. 3; Van Hook, Ch. 1, (pages 31-49), Chapter 2** |
| 4 | Mo-Sun   | 09/11-09/17 | Communication; First Interview-Family, Assessment of Families  
**Lecture, handouts, PowerPoint, QUIZ 3, class discussion** | **Hepworth Ch. 5; Lucas, Ch. 4; Van Hook, Ch. 3** |
| 5 | Mo-Sun   | 09/18-09/24 | Verbal Following, Exploring and Focusing Skills; First Interview-Child, Developmental History, Cultural Issues, and Family Structure.  
**Lecture, handouts, PowerPoint, QUIZ 4, class discussion** | **Hepworth Ch. 6 and 10; Lucas, Ch. 5, 6; Van Hook, Ch. 4 (pages 109-139)** |
| 6 | Mo-Sun   | 09/25-10/01 | Eliminating Counterproductive Communication; First Interview-Couple, Cultural Issues, and Family Structure (cont’d), Spirituality  
**Lecture, handouts, PowerPoint, QUIZ 5, class discussion** | **Hepworth Ch. 7; Lucas, Ch. 7; Van Hook, Ch. 4 (pages 140-152), Ch. 13** |
| 7 | Mo-Sun   | 10/02-10/08 | **Midterm Exam**  
Assessment of Problems/Strengths; Harm to Self and Others, Difficult Family Circumstances, Approaches to Social Work Practice with Families.  
**Lecture, handouts, PowerPoint,, class discussion** | **Hepworth Ch. 8; Lucas, Ch. 8, 9; Van Hook, Ch. 14 (pages 345-360) + pages 153-163** |
| 8 | Mo-Sun   | 10/9-10/15 | **Social History Assignment Due**  
Assessment of Intrapersonal, Interpersonal and Environmental Factors; Substance Abuse Assessment, Dementia and Issues of the Elderly, Social Learning/Cognitive Family Counseling  
**Lecture, handouts, PowerPoint, QUIZ 6, class discussion** | **Hepworth Ch. 9; Lucas, Ch.10; Van Hook, Ch. 14 (pages 360-365) + Chapter 5** |
| 9 | Mo-Sun   | 10/16-10/22 | Forming and Assessing SW Groups; Child Abuse/Neglect Assessment, Trauma and Recovery, Psychoeducational Family Counseling  
**Lecture, handouts, PowerPoint, QUIZ 7, class discussion** | **Hepworth Ch. 11; Lucas, Ch. 11; Van Hook, Ch. 14 (pages 365-378) + Ch. 6** |
| 10| Mo-Sun   | 10/23-10/29 | Developing Goals and Formulating a Contract; Psychological Testing,  
**Lecture, handouts, PowerPoint , QUIZ 8, class discussion** | **Hepworth Ch. 12; Lucas, Ch. 12; Van Hook, Ch. 7** |
| 11| Mo-Sun   | 10/30-11/05 | Planning and Implementing Strategies; Written Assessments,  
**Lecture, handouts, PowerPoint , QUIZ 9, class discussion** | **Hepworth Ch. 13; Lucas, Ch. 13; Van Hook, Ch. 8** |
| 12| Mo-Sun   | 11/06-11/12 | Developing Resources; Enhancing Family Functioning.  
**Lecture, handouts, PowerPoint, video presentation, class discussion** | **Hepworth Ch. 14 and 15; Lucas, Ch. 14; Van Hook, Ch. 9** |
| 13| Mo-Sun   | 11/13-11/19 | Intervening in Social Work Groups  
**Lecture, handouts, PowerPoint, QUIZ 10, class discussion** | **Hepworth Ch. 16;** |
| 14| Mo-Sun   | 11/20-11/26 | **Video Recorded Interview Assignment Due**  
Additive Empathy; Managing Barriers to change.  
**Lecture, handouts, PowerPoint, class discussion** | **Hepworth Ch. 17 and 18;** |
| 15| Mo-Sun   | 11/27-12/03 | Review for Final Exam  
**Lecture, handouts, PowerPoint, class discussion** | **Hepworth Ch. 19**  
**Van Hook, Ch. 10, 11, and 12** |
| 16| Mo-Sun   | 12/04-12/10 | **Final Exam** |  |

1 Subject to change at the instructor’s discretion
**Useful Resources**

**Theoretical Orientations**


**Abuse**


**Diversity and Culture**


**Ecosystems**


Empowerment Articles


Ethics


**Family Life Cycle**


**Human Rights Articles**


**Practice Research**


**Strengths Perspective Articles**


**Social Justice Articles**


**Social Problems**


**Techniques**


**Violence Articles**


