

## Syllabus

### Course Overview

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In this course, you will gain an understanding of the knowledge, values, and best practice skills required for generalist social work practice. You will apply a strengths-based perspective to planned change and problem-solving processes and use technology to demonstrate leadership and evaluation-of-practice techniques. You will also conceptualize how to effectively enhance the well-being of people and ameliorate the environmental conditions that adversely affect them. During this course, you will also engage in synchronous live sessions that will guide you as you integrate social work theories and methods with social work best practice.

The synchronous sessions are required due to CSWE accreditation standards to ensure micro-, mezzo-, and macro-level competency skills preparation. The sessions allow for virtual face-to-face time with a licensed faculty member who is providing live supervision, specific feedback, and guidance to ensure proficiency for each skill. These sessions with live virtual face-to-face time ensure eligibility for entrance into field education where you will be practicing with actual clients.

## Master's of Social Work Mission Statement

The mission of Capella University's Master of Social Work program is to educate and prepare diverse adult learners to serve as innovative, 21st-century advanced generalist practitioners. We strive to develop professional social workers who will exemplify strengths-based and ecological perspectives, cultural competence, and ethical practice, and emerge as leaders who use technology as an adjunct to practice. We aim for our graduates to further advance social work practice in service of their local communities, agencies, and organizations.

## Advanced Generalist Practice

The advanced generalist practice specialization introduces social work practice skills and the strengths perspective at all levels of social work practice with individuals, families, groups, organizations, and communities. Learners will develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice.

The advanced generalist practice program reinforces the integration of best practice standards that incorporate and emphasize the National Association of Social Workers (NASW) and Association of Social Work Boards (ASWB) Standards for Social Work Practice, the NASW Code of Ethics, and the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work Ethics in Social Work (IASSW) for global standards. To enhance and reinforce the demonstration of micro-, mezzo-, and macro-advanced generalist practice skills, learners will engage in face-to-face residency experiences.

## Asynchronous Practice Material

The course includes prerecorded videos and literature related to specialized practice behaviors that you are required to know and understand prior to attending your synchronous live sessions.

## Synchronous Activities

### Micro-Practice Skill Sessions

Throughout all of your micro skills practice courses, you will engage in activities that provide instruction through various modalities including webinars, asynchronous videos, synchronous live sessions, and literature. In this course, you will be engaged in 20 hours of synchronous instructional activities that will assist you in developing your practice skills.

In order to pass this course, you must complete 100 percent of the asynchronous instructional activities prior to the live session, pass each live synchronous skills demonstration session, earn a score of 70 percent or higher on your academic coursework, and attend synchronous live sessions per our accreditation standards and University policy.

### Synchronous Live Sessions

Each week there is one mandatory live session that lasts for two hours. Faculty lectures, course discussion, and role-plays will focus on the learning objectives and skills you must develop in order to move forward into professional, independent practice. You are required to have your webcam on and to be present visually throughout activities for the full session. Learners are required to be professionally present on their webcams. This means they are professionally dressed, seated at a desk or table, with their camera facing them directly as if they were in an interview for a job or seeing a live client. The background needs to be professional and private. The lighting needs to allow for faculty and learners to clearly see your face, the room cannot be dark or have so much backlighting that you cannot clearly be seen. Learners may not be engaging in any other activities, driving, or walking around during the live session for professionalism and for safety. Learners are expected to conduct themselves as if they were seeing a client or in an interview, as they are

being assessed on their preparedness to enter field education. If learners are engaging in other activities, have other people present in the background or in the session with them, or are engaging in an unprofessional manner during the session (examples include, but are not limited to: eating, laying in bed or on the couch, caring for children, talking with family or friends, shopping, riding or driving in a vehicle, walking around their house or outside, cleaning, showering, smoking or drinking alcohol, on a cell phone with the camera moving around or facing the ceiling, etc.) they will be removed from the live session by faculty or administration and will be counted as absent. Learners may be referred for a Learner Code of Conduct or Professional Standards violation depending on the offense. Learners may fail the course if they are not prepared with a professional demonstration. For any missed sessions, the learner must complete all makeup work per the policy. Faculty will also remain on webcam for the duration of the session and will be visibly present in observation of learner role-plays. Faculty must be able to see and hear the learner, so it is imperative that learners test their webcam and audio prior to joining the session. It is also important to ensure your internet connection will be able to keep up with the session requirements. If learners cannot be seen or heard or are not able to stay connected, they will be counted as absent for the session.

Each mandatory synchronous live session takes place on a regularly scheduled date and time that is announced in advance by your faculty. **You must attend all sessions synchronously (live) in order to pass the course. In extenuating circumstances as outlined below a learner may be counted absent for up to two sessions. If you miss more than 2 sessions, you will be required to retake the entire course and complete all the required expectations of this course. You must complete all attendance as outlined below.**

If you are experiencing an extenuating circumstance and are going to miss a synchronous session, you must notify your faculty instructor in advance and be prepared to provide documentation such as a medical excuse or documentation of an emergency. Even with documentation if more than two sessions are missed, you will receive an F in the course and be required to retake the course when you can meet all the requirements and attendance. For your missed session, you are required to review all information in the What You Need to Know activities and the recording of the missed session, then provide a 30-minute video of you, professionally practicing the skills demonstrated for that week. This video must incorporate all of the skills discussed and demonstrated. You must then create a 10-minute video reflection of what you did in your skills demonstration video and how it relates back to the course content from the What You Need to Know activities and the recorded session you missed. In your verbal reflection, you are required to discuss the application of the skills, use of the theoretical application, and what you will continue to work on. The videos must show you working with another person demonstrating the skills where your face is facing the camera and the other person is also visible. Voice recordings or other presentation forms will not be accepted. Videos that do not meet the time or content standards will not be accepted. The make-up work must be submitted according to the policy by Sunday 11:59 pm CT of the week you missed the live session. If you do not submit the work according to the deadline given, you will receive an F in the course as all work build on each week and will not be accepted late. You may not pass forward in the course if you do not complete the live session or the make-up work as prescribed.

You may submit the video recording using any technology, as long as they are viewable and unlocked. You may want to consider using Kaltura, Zoom, or Adobe Connect to record and send an unlocked link to your faculty as video files may be too large. You may also choose to send a compressed, zipped file. If you are having any trouble please collaborate with technical support in ensuring your submission is completed on time. You should submit your videos under the attendance unit assignment titled "Synchronous Session Attendance". Once submitted, your participation will still remain marked as absent as you did not attend live, but you will be allowed to then move to the next week. Again, failure to submit the make-up work by the deadline given and prior to the next live session will result in course failure.

These synchronous live sessions are conducted via Zoom utilizing either built-in computer audio or phone audio, the learner's choice as long as you can be heard clearly. The Zoom link for the live sessions can be accessed through a link and phone number provided in the courseroom announcement section from your faculty member. Once logged into the Zoom room, you are expected to participate in these sessions by:

- Completing the entrance and exit tickets (if you log in late and miss the entrance ticket, you will be counted as absent and will not be able to continue in the live session. If you long in late and complete the entrance ticket, but are routinely late, your faculty may schedule a meeting with you to discuss professionalism as a social worker and this may place your standing in the course in jeopardy).
- Providing input to discussions by speaking through a headset compatible with your phone or computer and by typing in the chat area as directed by your faculty.
- Responding to questions posed by your faculty and fellow learners.
- Participating in breakout groups.
- Practicing all skills required in role-play settings.
- Engaging in professional development that aligns with the NASW Code of Ethics, Professional Standards, CSWE Accreditation Standards, and Capella University guidelines at all times.

In order to get the maximum benefit from these sessions, you are required to complete the week's studies, discussion boards, review all asynchronous videos, read all of the literature, and be prepared to engage in a live discussion.

You may choose to attend a synchronous live session using any device, but must be fully able to engage and respond to all chat boxed, whiteboards, discussions, and note-taking without your camera being interrupted. Note that breakout group discussions may include downloading articles and navigating to documents from the Zoom room.

## Expectations

### Peer Observation and Feedback

This course incorporates multiple role-plays for which you must provide peer observations and feedback during your synchronous live sessions.

The following are instructions and guidelines for peer observation and feedback:

#### Guidelines for Participating in Role-Play Exercises

- As a social worker, you will be asked to practice the basic skills used in the exercise.
- Synchronous live sessions are **not the appropriate place** for working through personal issues. The client should present issues relevant to the exercise. These may be from a prepared scenario handed out by the faculty or they may be fictitious issues developed by the learner playing the client. **Due to ethics and professional boundaries, personal issues should not be brought into the role-plays.** Role-plays are about building skills in the social worker, not dealing with personal issues.
- When you role-play a client, try not to talk too much, and avoid creating resistances or being a challenging client unless instructed to do so, as these exercises are about developing skill in the therapist. Clients want to give the social worker many opportunities to practice but also should not play completely withdrawn clients.
- As the observer, you will provide feedback to the social worker and keep the time for each role-play during the role-play sessions. The observer is also in charge of keeping time for the role-play exercises and intervening if the therapist gets off track.
- To help you prepare for these synchronous live sessions, you will be required to participate in a series of role-play exercises designed to help you practice your advanced social work skills.

#### Peer Observation Feedback Support

Use the following guidelines for providing feedback to the social worker if you are the client:

- Tell the social worker what your experience was like as a client in the role-play.
- Describe what the social worker did that made for a good experience.
- Suggest what the social worker could do to make the experience an even better one next time.

Use the following guidelines to provide feedback to the social worker if you are the observer:

- Identify three things the social worker did well.
- Describe what nonverbal or minimal social work skills you observed the social worker using.
- Provide any suggestions you have for the social worker to improve therapeutic and relationship skills.

## Zoom Activities

This course requires learners to attend synchronous (live) and asynchronous (recorded) meetings via Zoom. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

## Assignments

**Every Week:** Every week there is a Synchronous Session Attendance assignment. You must make an entry in the assignment submission text box in the courseroom and submit it to allow your instructor to record your attendance at the synchronous session.

**Week 1: Pre-Course Micro Skills Rating Form and Evaluation.** Use a rating form to self-assess your mastery of skills necessary for professional social workers.

**Week 7: Graded Role-Play 1: Foundational Skills.** Complete a graded role-play in which you demonstrate foundational skills during the synchronous session. You must open the role-play assignment and submit an entry in the text box to create a scoring opportunity so your instructor can provide feedback. In order to pass the course, you must demonstrate proficiency in the skills required in this role-play, in addition to passing the academic portions of the course.

**Week 7: Values and Ethics.** Prepare a three-page paper examining the difference between your personal and professional values and exploring how personal values can create bias. You will also explore how values play a role in social work practice and ethical decision making, using the lens provided by the week's readings.

**Week 8: Graded Role-Play 2: Advanced Foundational Skills.** Complete a graded role-play in which you demonstrate advanced foundational skills during the synchronous session. You must open the role-play assignment and submit an entry in the text box to create a scoring opportunity so your instructor can provide feedback. In order to pass the course, you must demonstrate proficiency in the skills required in this role-play, in addition to passing the academic portions of the course.

**Week 9: Biopsychosocialspiritual Assessment.** Create a report documenting a critical assessment on the functioning of a client and an analysis of problem areas. You will include information on an extensive list of assessment areas.

**Week 9: Graded Role-Play 3: Treatment Planning.** Complete a graded role-play in which you demonstrate treatment planning during the synchronous session. You must open the role-play assignment and submit an entry in the text box to create a scoring opportunity so your instructor can provide feedback. In order to pass the course, you must demonstrate proficiency in the skills required in this role-play, in addition to passing the academic portions of the course.

**Week 10: Graded Role-Play 4: Termination.** Complete a graded role-play in which you demonstrate termination of client sessions during the synchronous session. You must open the role-play assignment and submit an entry in the text box to create a scoring opportunity so your instructor can provide feedback. In order to pass the course, you must demonstrate proficiency in the skills required in this role-play, in addition to passing the academic portions of the course.

**Week 10: Post-Course Micro Skills Rating Form and Evaluation.** Use a rating form to self-assess your mastery of micro skills necessary for professional social workers. By comparing your Post-Course Assessment with your Pre-Course Assessment, you will be able to evaluate the development of your skill sets during your experience of this course.

**Week 10: Week 10 Synchronous Session Attendance.** Confirm your attendance at this week's synchronous online session. Your instructor will use this assignment to give you credit for your attendance at synchronous sessions throughout the course if you attended 8 or more of the 10 sessions.

## Discussions

**Week 1:** Describe how you would apply phases I, II, and III when working with clients in a chosen style and means of direct social work provision.

**Week 2:** Explain the importance of using challenging and confrontation in social work and describe how you would use these skills in a session with a client, while still maintaining empathy and unconditional positive regard.

**Week 3:** Describe the priorities in an assessment of a client from a culturally competent perspective. Examine possible barriers to engaging in a culturally competent way, and explore ways to overcome the barriers.

**Week 4:** Describe the interaction of multiple systems in human problems (including the interaction of diversity and cultural factors) and describe how you would handle multiple systems in the assessment process.

**Week 5:** Describe strategies you will use to set goals and make a contract with clients. Examine how to make sure the goals are ethical, measurable, and in line with the facts and conclusions of the assessment. Ensure goals are feasible and motivational for the client.

**Week 6:** For a hypothetical client with specific and severe challenges, explain how you would apply a task implementation sequence or a crisis intervention model. Identify a macro practice intervention strategy or resource and explore concepts that may come into play, as outlined in your textbook.

**Week 8:** Describe specific ways for working with families and couples and examine how cultural factors (yours and theirs) may influence your work with them.

**Week 9:** Examine transference and counter-transference and how you can become aware of these two processes and intervene. Also, select an issue that can arise when working with a client, describe possible ethical concerns related to it, and explore ways you can successfully navigate around it.

## Council on Social Work Education Educational Policy and Accreditation Standards Competencies, Generalist Behaviors, and Learning Outcomes

**Note:** EPAS refer to the Council on Social Work Education, 2015 Educational Policy and Accreditation Standards. The standards are used for accreditation purposes for master's level social work programs. The purpose of the EPAS is to establish consistent academic and professional expectations across all social work programs.

### Full Comparison

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Foundational Generalist Practices	Educational Policy and Accreditation Standards and Generalist Practices Alignment to Assignment
<p><b>Competency 2: Engage in diversity and difference in practice.</b></p>	<p><b>C2.GP.B</b> Present themselves as learners and engage clients and constituencies as experts of their own experiences</p>	<p><b>u07a2: Values and Ethics</b></p> <p>For this assignment, learners will prepare 3–4-page papers addressing their personal and professional values and how these values will play roles in social work practices and ethical decision making.</p>

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		<p>This competency will be measured through the following grading criteria:</p> <ol style="list-style-type: none"> <li>1. Identify personal and professional values.</li> <li>2. Describe how personal and professional values play a role in social work practice and ethical decision making.</li> <li>3. Describe how to maintain competence, integrity, boundaries, and social justice while dealing with personal bias.</li> <li>4. Apply critical thinking to inform and communicate professional judgments.</li> </ol> <p><b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their current masteries of a variety of skills necessary for professional social workers. At the end of the course, they will self-assess themselves on the same skills. The purpose of the two assessments is to allow learners to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following criteria:</p> <ol style="list-style-type: none"> <li>1. Analyze models of assessment, prevention, intervention, and evaluation from the generalist invention model and strengths-based and empowerment perspectives.</li> <li>3. Develop strategies to learn from and engage diverse populations with</li> </ol>

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		<p>whom the learner works as informants.</p> <p><b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their masteries of skills necessary for professional social workers. By comparing the results of this self-assessment with the pre-course self-assessment, learners will be able to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured though the following criteria:</p> <p>3. Develop strategies to learn from and engage diverse populations with whom the learner works as informants.</p>
<p><b>Competency 2: Engage in diversity and difference in practice.</b></p>	<p><b>C2.G.P.C</b> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p><b>u07a2: Values and Ethics</b></p> <p>For this assignment, learners will prepare 3–4 page papers addressing their personal and professional values and how these values will play roles in social work practices and ethical decision making.</p> <p>This competency will be measured through the following grading criteria:</p> <p>1. Identify personal and professional values.</p> <p>2. Describe how personal and professional values play a role in social work practice and ethical decision making.</p>

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		<p>3. Describe how to maintain competence, integrity, boundaries, and social justice while dealing with personal bias.</p> <p>4. Apply critical thinking to inform and communicate professional judgment</p> <p><b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their current masteries of a variety of skills necessary for professional social workers. At the end of the course, they will self-assess themselves on the same skills. The purpose of the two assessments is to allow learners to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following criteria:</p> <p>2. Manage the influence of personal biases and values in working with diverse groups.</p> <p><b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their masteries of skills necessary for professional social workers. By comparing the results of this self-assessment with the pre-course self-assessment, learners will be able to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p>

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		<p>This competency will be measured through the following criteria:</p> <p>2. Manage the influence of personal biases and values in working with diverse groups.</p>
<p><b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p><b>C6.GP.B</b> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p><b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their current masteries of a variety of skills necessary for professional social workers. At the end of the course, they will self-assess themselves on the same skills. The purpose of the two assessments is to allow learners to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following grading criteria:</p> <p>4. Apply empathy and other interpersonal skills to engage clients.</p> <p><b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their masteries of skills necessary for professional social workers. By comparing the results of this self-assessment with the pre-course self-assessment, learners will be able to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p>

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		<p>This competency will be measured though the following criteria:</p> <p>4. Apply empathy and other interpersonal skills to engage clients.</p>
<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.</b></p>	<p><b>C7.GPA</b> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p><b>u08a2: Biopsychosocialspiritual Assessment</b></p> <p>The purpose of this assignment is to allow learners to demonstrate the abilities to organize and write reports containing critical assessments on the functioning of clients and an analysis of problem areas. The reports should contain clear, concise, and defensible assessments of the clients.</p> <p>This competency will be measured by the following grading criteria:</p> <p>5. Collect, organize and interpret client data.</p> <p><b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their current masteries of a variety of skills necessary for professional social workers. At the end of the course, they will self-assess themselves on the same skills. The purpose of the two assessments is to allow learners to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following criteria:</p>

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		<p>6. Develop strategies to collect, organize, and interpret client data.</p> <p><b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their masteries of skills necessary for professional social workers. By comparing the results of this self-assessment with the pre-course self-assessment, learners will be able to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following criteria:</p> <p>6. Develop strategies to collect, organize, and interpret client data.</p>
<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.</b></p>	<p><b>C7.CP.C</b> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</p>	<p><b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their current masteries of a variety of skills necessary for professional social workers. At the end of the course, they will self-assess themselves on the same skills. The purpose of the two assessments is to allow learners to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following criteria:</p>

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		<p>5. Determine a focus for the work and the desired outcomes with the client.</p> <p>7. Design intervention goals and objectives with the client from a strengths based perspective.</p> <p><b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their masteries of skills necessary for professional social workers. By comparing the results of this self-assessment with the pre-course self-assessment, learners will be able to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured though the following criteria:</p> <p>5. Determine a focus for the work and the desired outcomes with the client.</p> <p>7. Design intervention goals and objectives with the client from a strengths based perspective.</p>
<p><b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b></p>	<p><b>C7.GP.D</b> Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p><b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their current masteries of a variety of skills necessary for professional social workers. At the end of the course, they will self-assess themselves on the same skills. The purpose of the two assessments is to allow learners to compare and contrast</p>

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		<p>responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following criteria:</p> <p>8. Identify appropriate intervention strategies from a strengths-based and ecological systems perspective.</p> <p><b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their masteries of skills necessary for professional social workers. By comparing the results of this self-assessment with the pre-course self-assessment, learners will be able to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following criteria:</p> <p>1. Analyze models of assessment, prevention, intervention, and evaluation from the generalist intervention model and strengths-based and empowerment perspectives.</p> <p>8. Identify appropriate intervention strategies from a strengths-based and ecological systems perspective.</p>
<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.</b></p>	<p><b>C8.GP.A</b> Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p><b>u08a2: Biopsychosocialspiritual Assessment</b></p> <p>The purpose of this assignment is to allow</p>

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		<p>learners to demonstrate the abilities to organize and write reports containing critical assessments on the functioning of clients and an analysis of problem areas. The reports should contain clear, concise, and defensible assessments of the clients.</p> <p>This competency will be measured by the following grading criteria:</p> <p>3. Analyze identified client problem areas.</p> <p>4. Apply the critical thought process to make the connection between practice and research, integrating academic research into the assessment report, to support the assessment of the client.</p> <p><b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their current masteries of a variety of skills necessary for professional social workers. At the end of the course, they will self-assess themselves on the same skills. The purpose of the two assessments is to allow learners to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following criteria:</p> <p>9. Develop strategies to help clients resolve problems.</p>

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		<p><b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their masteries of skills necessary for professional social workers. By comparing the results of this self-assessment with the pre-course self-assessment, learners will be able to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following criteria:</p> <p>9. Develop strategies to help clients resolve problems.</p>
<p><b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.</b></p>	<p><b>C8.GP.E</b> Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p><b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their current masteries of a variety of skills necessary for professional social workers. At the end of the course, they will self-assess themselves on the same skills. The purpose of the two assessments is to allow learners to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following criteria:</p> <p>5. Determine a focus for the work and the desired outcomes with the client.</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Foundational Generalist Practices	Educational Policy and Accreditation Standards and Generalist Practices Alignment to Assignment
		<p><b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their masteries of skills necessary for professional social workers. By comparing the results of this self-assessment with the pre-course self-assessment, learners will be able to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured though the following criteria:</p> <p>5. Determine a focus for the work and the desired outcomes with the client.</p>
<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p><b>C9.GP.A</b> Select and use appropriate methods for evaluation of outcomes.</p>	<p><b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their current masteries of a variety of skills necessary for professional social workers. At the end of the course, they will self-assess themselves on the same skills. The purpose of the two assessments is to allow learners to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following criteria:</p> <p>5. Determine a focus for the work and the desired outcomes with the client.</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Foundational Generalist Practices	Educational Policy and Accreditation Standards and Generalist Practices Alignment to Assignment
		<p><b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b></p> <p>For this assignment, learners will reflect on and self-assess their masteries of skills necessary for professional social workers. By comparing the results of this self-assessment with the pre-course self-assessment, learners will be able to compare and contrast responses to evaluate the development of their skill sets during their course experiences.</p> <p>This competency will be measured through the following criteria:</p> <p>5. Determine a focus for the work and the desired outcomes with the client.</p>

Summary Comparison

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Foundational Generalist Practices	Educational Policy and Accreditation Standards and Generalist Practices Alignment to Assignment
Competency 2: Engage in diversity and difference in practice.	C2.GP.B	<p><b>u07a2: Values and Ethics</b></p> <p><b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b></p> <p><b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b></p>
Competency 2: Engage in diversity and difference in practice.	C2.GP.C	<p><b>u07a2: Values and Ethics</b></p> <p><b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b></p> <p><b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b></p>
	C6.GP.B	

<b>Council on Social Work Education Educational Policy and Accreditation Standards</b>	<b>Council on Social Work Education Foundational Generalist Practices</b>	<b>Educational Policy and Accreditation Standards and Generalist Practices Alignment to Assignment</b>
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>		<b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b>  <b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b>
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	<b>C7.GP.A</b>	<b>u08a2: Biopsychosocialspiritual Assessment</b>  <b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b>  <b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b>
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	<b>C7.CP.C</b>	<b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b>  <b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b>
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	<b>C7.GP.D</b>	<b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b>  <b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b>
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<b>C8.GP.A</b>	<b>u08a2: Biopsychosocialspiritual Assessment</b>  <b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b>  <b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b>
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<b>C8.GP.E</b>	<b>u01a1: Pre-Course Micro Skills Rating Form and Evaluation</b>  <b>u10a2: Post-Course Micro Skills Rating Form and Evaluation</b>

<b>Council on Social Work Education Educational Policy and Accreditation Standards</b>	<b>Council on Social Work Education Foundational Generalist Practices</b>	<b>Educational Policy and Accreditation Standards and Generalist Practices Alignment to Assignment</b>
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<b>C9.GP.A</b>	

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Select and use appropriate methods for evaluation of outcomes. (C9.GP.A)
- 2 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (C2.GP.C)
- 3 Present themselves as learners and engage clients and constituencies as experts of their own experiences. (C2.GP.B)
- 4 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (C6.GP.B)
- 5 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (C7.GP.C)
- 6 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (C7.GP.A)
- 7 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (C8.GP.A)
- 8 Facilitate effective transitions and endings that advance mutually agreed-on goals. (C8.GP.E)
- 9 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

### Course Prerequisites

Prerequisite(s): SWK5001, SWK5002. Cannot be fulfilled by transfer.

**Syllabus >> Course Materials**

**Required**

The materials listed below are required to complete the learning activities in this course.

## Integrated Materials

As a registered learner you will receive an e-mail containing a direct link you can use to obtain your materials. Please follow the instructions provided to you to download digital materials. Some materials are available only in hard-copy format and will be shipped to you. The instructions will indicate any materials that may involve shipping.

### Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

#### Adobe Connect Hardware:

- Headset with microphone
- External or built-in webcam
- Broadband Internet connection

### Book

Hepworth, D. H., Rooney, R., Dewberry Rooney, G., & Strom-Gottfried, K. (2017). *Empowerment Series: Direct Social Work Practice: Theory and Skills* (10th ed.). Boston, MA: Cengage Learning. ISBN: 9781305633803.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- The Joint Commission. (2018). [Documentation of care, treatment, or services in behavioral health care: Your go-to guide](https://store.jcrinc.com/documentation-of-care-treatment-or-services-in-behavioral-health-care-your-go-to-guide/). Retrieved from <https://store.jcrinc.com/documentation-of-care-treatment-or-services-in-behavioral-health-care-your-go-to-guide/>

## Suggested

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Unit 1 >> Basic Interviewing Skills

### Introduction

#### Meet Margaret and Josh

Margaret Lindau has worked as a community organizer for several years. Now she is studying for her master's degree in social work. She hopes to become a licensed social worker. Margaret's friend, Josh Logan, is in the Micro Social Work Practice class with her. "I'm a little anxious about the synchronous sessions in this course," says Josh. "I'm not sure I have the interviewing skills I'll need to pull it off."

Margaret reassures him. "That's why they call it practice," says Margaret. "You build your skills by practicing."

You will have an opportunity to follow Margaret and Josh's journey as they travel through their ten weeks of micro skills practice.

This week, you are introduced to the helping process and will start to learn about beginning and advanced interviewing skills. The careful application of interviewing skills is a priority for this course and for future work as a social work professional. These skills will serve as important building blocks in preparation for master's-level social work practice.

The week focuses on cultural knowledge. Cultural knowledge is a mixture of cultural information and unique client information. Cultural competence is a key component of social work practice. It helps you better serve your clients and plays a part in building effective relationships. Cultural competence, coupled with solid interviewing skills, enables the social work professional to meet a client's needs effectively.

To-Do List:

- **Discussion:** Describe how you would apply phases I, II, and III when working with clients in a chosen style and means of direct social work provision.
- **Assignment:** Use a rating form to self-assess your mastery of skills necessary for professional social workers.
- **What You Need to Know:** Explore what we mean by direct practice in social work, learn about field education in your program, and begin learning about micro practice skills.
- **Assignment:** Confirm your attendance at this week's synchronous online session.

## Learning Activities

### u01s1 - Activity Overviews

## Discussion Overview

Select a style and provision of direct social work practice and describe how you would apply phases I, II, and III when working with clients in your chosen style and means of direct provision.

## Assignment 1 Overview

As you begin this course, use a rating form to self-assess your mastery of skills necessary for professional social workers.

## Assignment 2 Overview

For this assignment, you will confirm your attendance at this week's synchronous online session.

### u01s2 - What You Need to Know

## Direct Practice and the Helping Process

In your *Empowerment Series: Direct Social Work Practice: Theory and Skills* text, read the following:

- Chapter 2, "Direct Practice: Domain, Philosophy, and Roles," pages 23–34.
- Chapter 3, "Overview of the Helping Process," pages 35–56.

## Field Education Orientation

Review the [Field Education Requirements](#) on Campus for information about fieldwork in social work programs.

Review the [MSW Field Education Manual \[PDF\]](#) for specifics on many aspects of social work fieldwork.

View the [Field Education Seminar](#) recording for more information about field education.

If you have consulted the MSW Field Education Manual but are in need of additional consultation, please email [mswfield@capella.edu](mailto:mswfield@capella.edu) with a request for a phone consultation.

## Micro Practice Skills

Read the [Micro Practice Skills](#) document for a list that categorizes the micro practice skills you will learn about in this course.

Read the [Beginning Practice Skills](#) document for an extensive list of beginning practice skills you will want to master.

Read the [Attending Skills and Behaviors](#) document to review the skills involved in attending to a client.

Read the [Initiating Services](#) document to learn about best practices for beginning work with a client.

## Faculty Demonstration Video

View the video [Professional Organization and Preparation](#) to see a presentation by Capella Social Work faculty members.

### u01s3 - Prepare: Using Zoom

In preparation for using Zoom to attend synchronous (live) and asynchronous (recorded) meetings in this course, complete the following:

- Install your headset on your computer or phone, if you have not already done so, using the installation instructions included in the package. Test your webcam, headphones and audio before attending the session. If your webcam or audio is not working during the live session, you will be counted as absent.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

### u01s4 - Prepare: Synchronous (Live Online) Session

In this two-hour session, you will begin by answering quiz questions assigned by your faculty as an entrance ticket. Following the close of the entrance ticket quiz, your faculty will open with a live discussion of skills and knowledge, bridging from asynchronous materials (resources in What You Need to Know) and lead to skills demonstration. Each learner is expected to verbally participate in this discussion. Please see the announcement section for the weekly Zoom link and call-in number.

Learners are required to have their webcam on and be present visually throughout activity engagement for the full session. Learners are required to be professionally present on their webcams. This means they are professionally dressed, seated at a desk or table, with their camera facing them directly as if they were in an interview for a job or seeing a live client. The background needs to be professional and private. Learners may not be engaging in any other activities, driving, or walking around during the live session for professionalism and for safety. Learners are expected to conduct themselves as if they were seeing a client or in an interview, as they are being assessed on their preparedness to enter field education. If learners are engaging in other activities, have other people present in the background or in the session with them, or are engaging in an unprofessional manner during the session (examples include, but are not limited to: eating, laying in bed or on the couch, caring for children, talking with family or friends, shopping, riding or driving in a vehicle, walking around their house or outside, cleaning, showering, smoking or drinking alcohol, on a cell phone with the camera moving around or facing the ceiling, etc.) they will be removed from the live session by faculty or administration and will be counted as absent. Learners may be referred for a Learner Code of Conduct or Professional Standards violation depending on the offense. Learners may fail the course if they are not prepared with a professional demonstration. For any missed sessions, the learner must complete all make up work per the policy. Faculty will also remain on webcam for the duration of the session and will be visibly present in observation of learner role plays. Faculty must be able to see and hear the learner, so it is imperative that learners test their webcam and audio prior to joining the session. It is also important to ensure your internet connection will be able to keep up with the session requirements. If learners cannot be seen or heard or are not able to stay connected, they will be counted as absent for the session.

Each mandatory synchronous live session takes place on a regularly scheduled date and time that is announced in advance by your faculty.

**You must attend all sessions of synchronously (live) in order to pass the course. In extenuating circumstances as outlined below a learner may be counted absent for up to two sessions. If you miss more than two sessions, you will be required to retake the entire course and redo all of the required expectations of this course. You must complete all attendance as outlined.**

Synchronous sessions will adhere to the following timeline:

- 10-minute entrance ticket.
- 20-minute discussion on session preparation and phase 1, as identified in the textbook (each learner will be expected to share their insights or questions).
- 20-minute small breakout activities (prepare a plan to role-play the steps of phase 1 as a group).
- 50-minute role-plays of phase 1 in small breakout sessions (10 minutes per learner in breakout sessions).

- 10-minute process with a larger group on role-plays (faculty will bring the group back to the main Zoom room).
- 5-minute questions and answers with faculty and group.
- 5-minute exit ticket.

#### **u01d1 - Write Your Discussion Post**

### **Direct Social Work Practice and the Helping Process**

Select both:

1. One style of direct social work practice.
2. One direct provision of social work practice of your choice.

Then, in your initial post, discuss how you would apply phases I, II, and III working with clients according to the style and provision you selected. In your post, ensure you are considering and including cultural engagement and competence.

Remember, the goal is to show you can apply the materials and concepts you have read about, and not just summarize them. Cite your sources using APA format as you apply the concepts. It also may help to cite the page number you are referencing, so you, your faculty, and peers can revisit each skill as needed.

Taking notes on the phases you are applying may help you prepare for the role-plays in synchronous sessions.

The initial post is due Wednesday by 11:59 pm Central Time.

### **Response Guidelines**

Responding to your peers is encouraged but not required for this discussion. However, you must be prepared to discuss materials from this week in the synchronous live session.

Course Resources

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Graduate Discussion Participation Scoring Guide

#### **u01a1 - Pre-Course Micro Skills Rating Form and Evaluation**

### **Description**

In this assignment, you will reflect on and self-assess your mastery of a variety of skills necessary for professional social workers as you begin this course in order to effectively apply professional use of self. As you complete the course, you will use the same rating form to self-assess once again to view the progress you feel you have made during the course. You will compare and contrast responses to evaluate the development of your skill sets during your course experience.

### **Instructions**

Complete the [Pre-Course Micro Skills Rating Form and Evaluation](#) and upload it into the assignment area.

Submit your assignment by 11:59 p.m. Central time on Sunday.

### **Competencies Measured**

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 2: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (C2.GP.C)

- Completes Pre-Course Micro Skills Rating Form and Evaluation demonstrating level of Leadership skills, Ethical skills, Technology skills, Critical thinking skills, Leadership Behaviors, Advocacy, Theory Integration, Promote Change, Engagement skills, Diversity, Assessment skills, Intervention skills, Evaluation skills, and Communication skills. (C1; C2; C3; C4; C5; C6; C7; C8; C9)

## u01a2 - Week 1 Synchronous Session Attendance

Your faculty instructor will be giving you credit for your attendance at weekly synchronous sessions. In order to create a scoring opportunity so your instructor can complete this task, you must access this assignment and enter the sentence, "I attended (or did not attend) this week's synchronous session" in the assignment submission text box in the courseroom, and then submit it.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday; otherwise your instructor will not be able to give you credit for attendance.

## Unit 2 >> Communication and Verbal Therapeutic Skills

### Introduction

#### Mistakes and Corrections

Josh is worried about making mistakes with his clients. "There are so many ways to get it wrong. I get really anxious during our role-plays, worrying that I'm going to screw it up."

Margaret says, "We all make mistakes, but you can learn how to repair those mistakes. Being human means being imperfect. If everyone were perfect, they wouldn't need our help."

This week, you will explore advanced interviewing skills and how to repair mistakes. The key to working effectively is to develop expertise in communication.

The week will introduce effective communication skills and behaviors. You will continue working on these skills in synchronous sessions. In addition, this week you will also explore:

- Setting initial boundaries with clients.
- Affective engagement and assessment.
- Empathic engagement versus self-disclosure.
- Interrupting problematic processes.
- Questioning techniques.
- Maintaining focus in sessions.
- Hidden purpose or meaning of behavior.
- The skills of challenging and confrontation in therapy .

Take a moment to look at the written assignment in Week 9, in order to take notes during your synchronous sessions to start preparing for this assignment.

### To-Do List:

- **Discussion:** Explain the importance of using challenging and confrontation in social work and describe how you would use these in a session with a client while still maintaining empathy and unconditional positive regard.
- **Assignment:** Confirm your attendance at this week's synchronous online session.
- **What You Need to Know:** Learn about social work practice skills and attending behaviors.

### Learning Activities

## u02s1 - Activity Overviews

### Discussion Overview

Explain the importance of using challenging and confrontation in social work and describe how you would use these in a session with a client while still maintaining empathy and unconditional positive regard.

### Assignment Overview

For this assignment, you will confirm your attendance at this week's synchronous online session.

## u02s2 - What You Need to Know

### Social Work Skills

In your *Empowerment Series: Direct Social Work Practice: Theory and Skills* text, read the following:

- Chapter 5, "Building Blocks of Communication: Conveying Empathy and Authenticity," pages 91–137.
- Chapter 6, "Verbal Following, Exploring, and Focusing Skills," pages 138–167.
- Chapter 17, "Additive Empathy, Interpretation, and Confrontation," pages 512–534.

### Social Work Practice Skills

- Read the [Day 1 Competencies](#) document to become aware of the social work skills you will practice in your course role-plays.
- Read the [Additional Practice Skills](#) document for more information about social work practice skills you will use in your role-plays.
- Read the [Attending to Clients](#) document to learn more about attending skills.
- Review the [Attending Skills and Behaviors](#) document to review skills involved in attending to a client.

### Attending Behavior

View the video [Attending Behaviors](#) to watch a faculty demonstration of using attending behaviors with a client.

## u02s3 - Prepare: Synchronous (Live Online) Session

In this two-hour session, you will begin by answering quiz questions assigned by your faculty as an entrance ticket. Following the close of the entrance ticket quiz, your faculty will open with a live discussion of skills and knowledge, bridging from asynchronous materials (resources in What You Need to Know) and lead to skills demonstration. Each learner is expected to verbally participate in this discussion. Please see the announcement section for the weekly Zoom link and call-in number.

Learners are required to have their webcam on and be present visually throughout activity engagement for the full session. Learners are required to be professionally present on their webcams. This means they are professionally dressed, seated at a desk or table, with their camera facing them directly as if they were in an interview for a job or seeing a live client. The background needs to be professional and private. The lighting needs to allow for faculty and learners to clearly see your face, the room cannot be dark or have so much back lighting that you cannot clearly be seen. Learners may not be engaging in any other activities, driving, or walking around during the live session for professionalism and for safety. Learners are expected to conduct themselves as if they were seeing a client or in an interview, as they are being assessed on their preparedness to enter field education. If learners are engaging in other activities, have other people present in the background or in the session with them, or are engaging in an unprofessional manner during the session (examples include, but are not limited to: eating, laying in bed or on the couch, caring for children, talking with family or friends, shopping, riding or driving in a vehicle, walking around their house or outside, cleaning, showering, smoking or drinking alcohol, on a cell phone with the camera moving around or facing the ceiling, etc.) they will be removed from the live session by faculty or administration and will be counted as absent. Learners may be referred for a Learner Code of Conduct or Professional Standards violation depending on the offense. Learners may fail the course if they are not prepared with a professional demonstration. For any missed sessions, the learner must complete all make up work per the policy. Faculty will also remain on webcam for the duration of the session and will be visibly present in observation of learner role plays. Faculty must be able to see and hear the learner, so it is imperative that learners test their webcam and audio prior to joining the session. It is also important to ensure your internet

connection will be able to keep up with the session requirements. If learners cannot be seen or heard or are not able to stay connected, they will be counted as absent for the session.

Each mandatory synchronous live session takes place on a regularly scheduled date and time that is announced in advance by your faculty.

**You must attend all sessions of synchronously (live) in order to pass the course. In extenuating circumstances as outlined below a learner may be counted absent for up to two sessions. If you miss more than two sessions, you will be required to retake the entire course and redo all of the required expectations of this course. You must complete all attendance as outlined.**

Synchronous sessions will adhere to the following timeline:

- 10-minute entrance ticket.
- 15-minute discussion on attending behaviors and communication (each learner will be expected to share their insights or questions from the textbook readings and faculty demonstration video).
- 10-minute small breakout activities (Prepare a plan to role-play a beginning session from the first meeting, using the skills you learned last week, then continue exploring the problem in more depth with the client, using a variety of the skills you learned about this week. For this session, the learner playing the role of the client should act as a 24-year-old who lives with their parents, is not working, and is depressed).
- 60-minute role-plays of the patient outlined above in small breakout sessions (12 minutes per learner in breakout sessions).
- 15-minute process with larger group on role-plays (faculty will bring the group back to the main Zoom room).
- 5-minute questions and answers with faculty and group.
- 5-minute exit ticket.

#### u02d1 - Write Your Discussion Post

## Communication and Verbal Therapeutic Skills

Setting client expectations, identifying client responsibility, and clarification of your role as a social worker are important skills to ensure ethical engagement and adherence to the values of the social work profession. These skills are also necessary in the process of building rapport and setting boundaries as a foundation for addressing complicated issues. Make sure you are able to apply these skills effectively at the beginning of a session as you prepare for your synchronous session.

For your post to this discussion, keeping in mind the concepts outlined above, provide a response to both of the following:

1. Describe the importance of using challenging and confrontation as social work skills.
2. Apply the skills of challenging and confrontation by describing how you would integrate these in a session to uncover underlying feelings or to interrupt a problematic response or behavior, all the while maintaining empathy and unconditional positive regard.

Be aware and assess both the social worker's and client's use of affective and empathetic words and phrases. Note that you will need to utilize information from all assigned chapters to complete this discussion and to prepare for the synchronous sessions. You are encouraged to take notes on the concepts in each chapter because you will have to demonstrate integration and proficiency with all covered concepts in the synchronous session.

The initial post is due Wednesday by 11:59 pm Central Time.

## Response Guidelines

Responding to your peers is encouraged, but not required for this discussion. However, you must be prepared to discuss materials from this week in the synchronous live session.

Course Resources

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Graduate Discussion Participation Scoring Guide

#### u02a1 - Week 2 Synchronous Session Attendance

Your faculty instructor will be giving you credit for your attendance at weekly synchronous sessions. In order to create a scoring opportunity so your instructor can complete this task, you must access this assignment and enter the sentence, "I attended (or did not attend) this week's synchronous session" in the assignment submission text box in the courseroom, and then submit it.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday; otherwise your instructor will not be able to give you credit for attendance.

## Unit 3 >> Engagement With Clients

### Introduction

#### Building Relationships

"The first session with a client seems really important," says Margaret. "If you don't effectively engage with the client, you may not gather an accurate assessment, which could cause harm to the client or leave them without services they really need."

"You've got that right," says Josh. "Making that connection is key, and it's not always that easy. Fortunately, there are tools to help us. We'll get to practice some of that this week."

This week, you will learn about advanced communication, assessment, engagement, and understanding strengths and weaknesses in interactions with a client. Engagement occurs when a client comes to the social worker for help. This stage of the helping relationship is the building block of the relationship a social worker forms with a client.

Intake is the stage where the first assessment is conducted and is the initial step in developing a helping relationship with a client. This is when first impressions are made and all beginning tasks are completed (that is, explaining roles, confidentiality, completing paperwork, and agency rules or policies).

To-Do List:

- **Discussion:** Describe the priorities in an assessment of a client from a culturally competent perspective, examine possible barriers to performing in a culturally competent way, and explore ways to overcome the barriers.
- **Assignment:** Confirm your attendance at this week's synchronous online session.
- **What You Need to Know:** Learn about addressing counterproductive communication patterns, explore additional aspects of assessment, review beginning social work skills and behaviors, and watch a faculty demonstration video about attending behaviors.

### Learning Activities

#### u03s1 - Activity Overviews

#### Discussion Overview

Describe the priorities in an assessment of a client from a culturally competent perspective, examine possible barriers to performing in a culturally competent way, and explore ways to overcome the barriers.

#### Assignment Overview

For this assignment, you will confirm your attendance at this week's synchronous online session.

## u03s2 - What You Need to Know

### Communication and Assessment

In your *Empowerment Series: Direct Social Work Practice: Theory and Skills* text, read the following:

- Chapter 7, "Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives," pages 168–186.
- Chapter 8, "Assessment: Exploring and Understanding Problems and Strengths," pages 187–215.

Read the [Data Collection in Assessment](#) document to learn about collecting and using data in the assessment process.

### Social Work Skills and Behaviors

- Review the [Day 1 Competencies](#) document to refresh your memory of the skills and behaviors you will practice in your role-plays.
- View the video, [Attending Behaviors](#), to review the faculty demonstration of applying attending behaviors in a session with a client.

## u03s3 - Prepare: Synchronous (Live Online) Session

In this two-hour session, you will begin by answering quiz questions assigned by your faculty as an entrance ticket. Following the close of the entrance ticket quiz, your faculty will open with a live discussion of skills and knowledge, bridging from asynchronous materials (resources in What You Need to Know) and lead to skills demonstration. Each learner is expected to verbally participate in this discussion. Please see the announcement section for the weekly Zoom link and call-in number.

Learners are required to have their webcam on and be present visually throughout activity engagement for the full session. Learners are required to be professionally present on their webcams. This means they are professionally dressed, seated at a desk or table, with their camera facing them directly as if they were in an interview for a job or seeing a live client. The background needs to be professional and private. The lighting needs to allow for faculty and learners to clearly see your face, the room cannot be dark or have so much backlighting that you cannot clearly be seen. Learners may not be engaging in any other activities, driving, or walking around during the live session for professionalism and for safety. Learners are expected to conduct themselves as if they were seeing a client or in an interview, as they are being assessed on their preparedness to enter field education. If learners are engaging in other activities, have other people present in the background or in the session with them, or are engaging in an unprofessional manner during the session (examples include, but are not limited to: eating, laying in bed or on the couch, caring for children, talking with family or friends, shopping, riding or driving in a vehicle, walking around their house or outside, cleaning, showering, smoking or drinking alcohol, on a cell phone with the camera moving around or facing the ceiling, etc.) they will be removed from the live session by faculty or administration and will be counted as absent. Learners may be referred for a Learner Code of Conduct or Professional Standards violation depending on the offense. Learners may fail the course if they are not prepared with a professional demonstration. For any missed sessions, the learner must complete all makeup work per the policy. Faculty will also remain on webcam for the duration of the session and will be visibly present in observation of learner role plays. Faculty must be able to see and hear the learner, so it is imperative that learners test their webcam and audio prior to joining the session. It is also important to ensure your internet connection will be able to keep up with the session requirements. If learners cannot be seen or heard or are not able to stay connected, they will be counted as absent for the session.

Each mandatory synchronous live session takes place on a regularly scheduled date and time that is announced in advance by your faculty.

**You must attend all sessions of synchronously (live) in order to pass the course. In extenuating circumstances as outlined below a learner may be counted absent for up to two sessions. If you miss more than two sessions, you will be required to retake the entire course and redo all of the required expectations of this course. You must complete all attendance as outlined.**

Synchronous sessions will adhere to the following timeline:

- 10-minute entrance ticket.
- 15-minute discussion on attending behaviors and communication (each learner will be expected to share their insights or questions from the textbook readings and faculty demonstration video).
- 5-minute small breakout activities (Prepare a plan to role-play an assessment session from the first meeting, using the skills you learned in previous weeks. This week you will be including focus on assessing the client as outlined in Chapter 8 of your textbook, focusing on assessing according to the table on page 191. For this session, the learner playing the role of the patient should act as a 52-year-old single individual who has never been married, who has some social anxiety tendencies, and who is socially isolated).
- 65-minute role-plays of the patient outlined above in small breakout sessions (13 minutes per learner in breakout sessions. Have the observer time the social worker).
- 15-minute process with a larger group on role-plays (faculty will bring the group back to the main Zoom room).
- 5-minute questions and answers with faculty and group.
- 5-minute exit ticket.

### u03d1 - Write Your Discussion Post

## Cultural Competence and Barriers

In your post to this discussion, describe the priorities in an assessment from a culturally competent perspective/stance. Make sure you include how nonverbal and verbal barriers can occur on the part of both the social worker and the client to cause problems. How will you avoid these pitfalls?

Remember, you will be expected to demonstrate these concepts and avoid these pitfalls in your role-plays during the synchronous sessions.

The initial post is due Wednesday by 11:59 pm Central Time.

## Response Guidelines

Responding to your peers is encouraged but not required for this discussion. However, you must be prepared to discuss materials from this week in the synchronous live session.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u03a1 - Week 3 Synchronous Session Attendance

Your faculty instructor will be giving you credit for your attendance at weekly synchronous sessions. In order to create a scoring opportunity so your instructor can complete this task, you must access this assignment and enter the sentence, "I attended (or did not attend) this week's synchronous session" in the assignment submission text box in the courseroom, and then submit it.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday; otherwise your instructor will not be able to give you credit for attendance.

## Unit 4 >>> Advanced Assessment and Family Assessment

### Introduction

#### Complexity

This week, Margaret and Josh participate in a role-play in which they assess a multicultural family. "There was a lot going on in that role-play," says Josh. "I could hardly keep it all straight. And I don't think I managed the difference-in-culture part all that well."

Margaret responds, "Yes, there is a lot to keep in mind with a diverse family. But we're building skills. When we come up against something unfamiliar, we push our boundaries and learn how to move forward. It can be exciting."

This week will focus on the advanced assessment process of the helping relationship and introduce intrapersonal, interpersonal, and environmental factors. It will also present complex assessment issues related to family dynamics and those pertaining to diversity and cultural contexts.

To-Do List:

- **Discussion:** Describe the interaction of multiple systems in human problems (including the interaction of diversity and cultural factors) and describe how you would handle multiple systems in the assessment process.
- **Assignment:** Confirm your attendance at this week's synchronous online session.
- **What You Need to Know:** Learn about assessing individuals, families, and groups, including assessing for interpersonal, intrapersonal, environmental, diversity, and cultural factors. Watch a faculty demonstration video to learn more about assessment tools.

## Learning Activities

### u04s1 - Activity Overviews

## Discussion Overview

Describe the interaction of multiple systems in human problems (including the interaction of diversity and cultural factors) and describe how you would handle multiple systems in the assessment process.

## Assignment Overview

For this assignment, you will confirm your attendance at this week's synchronous online session.

### u04s2 - What You Need to Know

## Assessment

In your *Empowerment Series: Direct Social Work Practice: Theory and Skills* text, read the following:

- Chapter 9, "Assessment: Intrapersonal, Interpersonal, and Environmental Factors," pages 216–250.
- Chapter 10, "Assessing Family Functioning in Diverse Family and Cultural Contexts," pages 251–278.
- Chapter 11, "Forming and Assessing Social Work Groups," pages 279–311.

View the [Assessment Tools](#) video to see a faculty demonstration on this topic.

## Engagement Strategies

View the [Engagement Strategies](#) video to see faculty members demonstrate the application of engagement strategies with a client.

### u04s3 - Prepare: Synchronous (Live Online) Session

In this two-hour session, you will begin by answering quiz questions assigned by your faculty as an entrance ticket. Following the close of the entrance ticket quiz, your faculty will open with a live discussion of skills and knowledge, bridging from asynchronous materials (resources in What You Need to Know) and lead to skills demonstration. Each learner is expected to verbally participate in this discussion. Please see the announcement section for the weekly Zoom link and call-in number.

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camera moving around or facing the ceiling, etc.) they will be removed from the live session by faculty or administration and will be counted as absent. Learners may be referred for a Learner Code of Conduct or Professional Standards violation depending on the offense. Learners may fail the course if they are not prepared with a professional demonstration. For any missed sessions, the learner must complete all makeup work per the policy. Faculty will also remain on webcam for the duration of the session and will be visibly present in observation of learner role plays. Faculty must be able to see and hear the learner, so it is imperative that learners test their webcam and audio prior to joining the session. It is also important to ensure your internet connection will be able to keep up with the session requirements. If learners cannot be seen or heard or are not able to stay connected, they will be counted as absent for the session.

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**You must attend all sessions of synchronously (live) in order to pass the course. In extenuating circumstances as outlined below a learner may be counted absent for up to two sessions. If you miss more than two sessions, you will be required to retake the entire course and redo all of the required expectations of this course. You must complete all attendance as outlined.**

Synchronous sessions will adhere to the following timeline:

- 10-minute entrance ticket.
- 15-minute discussion on family, culture, and engagement (each learner will be expected to share their insights or questions from the textbook readings and faculty demonstration video).
- 5-minute small breakout activities (Prepare a plan to role-play using all the skills you have practiced to date. For this session, 3–4 learners will play the role of a family that is dealing with behavioral problems with a 12-year-old child, and parents who are working overtime and are rarely home. Select different cultural values to play out with the social worker, so they can practice picking up on cultural cues and values in a family context).
- 65-minute role-plays of the family outlined above in small breakout sessions. (12 minutes per learner in breakout sessions).
- 15-minute process with a larger group on role-plays (faculty will bring the group back to the main Zoom room).
- 5-minute questions and answers with faculty and group.
- 5-minute exit ticket.

#### u04d1 - Write Your Discussion Post

### Advanced Assessment

During the assessment process, social workers have to consider a complex host of variables and factors that are involved in any given problem and in any client's life. Keep in mind a client could be a family unit or a group.

For your post to this discussion, comprehensively describe the interaction of multiple systems in human problems and how you would integrate this knowledge and awareness into the assessment process. Ensure you are also including the perspective of complex diversity and cultural factors, as described in Chapter 10 in your textbook.

The initial post is due Wednesday by 11:59 pm Central Time.

### Response Guidelines

Responding to your peers is encouraged but not required for this discussion. However, you must be prepared to discuss materials from this week in the synchronous live session.

Course Resources

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Graduate Discussion Participation Scoring Guide

#### u04a1 - Week 4 Synchronous Session Attendance

Your faculty instructor will be giving you credit for your attendance at weekly synchronous sessions. In order to create a scoring opportunity so your instructor can complete this task, you must access this assignment and enter the sentence, "I attended (or did not attend) this week's synchronous session" in the assignment submission text box in the courseroom, and then submit it.

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## Unit 5 >> The Planned Change Process: Goals and Contracting

### Introduction

#### Keeping the Goal in Mind

"It can be easy to get carried away with helping a client and forget that the process can't go on forever," says Josh.

"Yes, the emphasis we see on setting goals and having a plan to support client change really makes sense. We need to make sure our clients get what they need in a timely way and ensure we are empowering them to continue the change in a way that is meaningful for them," says Margaret. "Clients could stop participating if they don't see an end in sight or they could become dependent on others instead of self-sufficient."

This week will prepare you for engaging in the planned change process and will introduce a variety of clinical interventions that can be used to best serve diverse client populations. Client goodness of fit, client expectations, and agency setting will determine the length of the helping relationship.

As a social worker, it is an ethical responsibility to assist a client through the helping process in a timely manner. In addition, having knowledge of a wide variety of treatment techniques and practices will be vital to competent social work practice. This knowledge will assist in enriching the client's life and allow for effectiveness in the professional helping relationship. In order to start this process, social workers need to work with the client to develop goals and formulate a contract.

#### To-Do List:

- **Discussion:** Describe strategies you will use to set goals and make a contract with clients. Examine how to make sure the goals are ethical, measurable, make sense in terms of the assessment, are feasible, and are motivational for the client.
- **What You Need to Know:** Learn about developing goals and contracting with clients, case planning, and best practices for starting and ending sessions. View a faculty demonstration video about beginning client sessions.
- **Assignment:** Confirm your attendance at this week's synchronous online session.

### Learning Activities

#### u05s1 - Activity Overviews

#### Discussion Overview

Describe strategies you will use to set goals and make a contract with clients. Examine how to make sure the goals are ethical, measurable, make sense in terms of the assessment, are feasible, and are motivational for the client.

#### Assignment Overview

For this assignment, you will confirm your attendance at this week's synchronous online session.

#### u05s2 - What You Need to Know

#### Goals and Contracts

In your *Empowerment Series: Direct Social Work Practice: Theory and Skills* text, read the following:

- Chapter 12, "Developing Goals and Formulating a Contract," pages 312–361.

Read the [Contracting and Case Planning](#) document for information about these important aspects of working with clients.

Read the [Contracts](#) document for more information about making contracts with clients.

## Starting and Ending Sessions

Read the [Beginning and Closing](#) document to review things it is important to remember about starting and ending a session with a client.

View the video [Initiating Social Work Services With Clients](#) to see a faculty demonstration of the beginning of client sessions.

### u05s3 - Prepare: Synchronous (Live Online) Session

In this two-hour session, you will begin by answering quiz questions assigned by your faculty as an entrance ticket. Following the close of the entrance ticket quiz, your faculty will open with a live discussion of skills and knowledge, bridging from asynchronous materials (resources in What You Need to Know) and lead to skills demonstration. Each learner is expected to verbally participate in this discussion. Please see the announcement section for the weekly Zoom link and call-in number.

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**You must attend all sessions of synchronously (live) in order to pass the course. In extenuating circumstances as outlined below a learner may be counted absent for up to two sessions. If you miss more than two sessions, you will be required to retake the entire course and redo all of the required expectations of this course. You must complete all attendance as outlined.**

Synchronous sessions will adhere to the following timeline:

- 10-minute entrance ticket.
- 15-minute discussion on attending behaviors and communication (each learner will be expected to share their insights or questions from the textbook readings and faculty demonstration video).
- 10-minute small breakout activities (Prepare a role-play where you will go back to working with the 24-year-old patient who lives with their parents, is not working, and is depressed. During this session, you will jump into a subsequent session and, using the tools provided for you in What You Need to Know and the discussion, you will engage in goal setting and contracting).
- 65-minute role-plays of the patient outlined above in small breakout sessions (13 minutes per learner in breakout sessions).
- 10-minute process with a larger group on role-plays (faculty will bring the group back to the main Zoom room).
- 5-minute questions and answers with faculty and group.
- 5-minute exit ticket.

### u05d1 - Write Your Discussion Post

## Identifying Goals

For your post to this discussion:

- Describe what strategies you will implement to engage with the client in setting goals and contracting.
- Include an explanation of how you will ensure the goals are ethical, measurable, in line with the assessment conclusion, feasible, and motivational to the client.
- Explain why the factors of ethical, measurable, in line with the assessment conclusion, feasible, and motivational to the client are imperative and important.

The initial post is due Wednesday by 11:59 pm Central Time.

## Response Guidelines

Responding to your peers is encouraged but not required for this discussion. However, you must be prepared to discuss materials from this week in the synchronous live session.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u05a1 - Week 5 Synchronous Session Attendance

Your faculty instructor will be giving you credit for your attendance at weekly synchronous sessions. In order to create a scoring opportunity so your instructor can complete this task, you must access this assignment and enter the sentence, "I attended (or did not attend) this week's synchronous session" in the assignment submission text box in the courseroom, and then submit it.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday; otherwise your instructor will not be able to give you credit for attendance.

## Unit 6 >> Providing Services With a Client and Developing Change

### Introduction

#### How it Works

"I like that there are evidence-based interventions we can draw upon to help clients make changes," says Margaret. "We don't have to make it all up from scratch."

"I agree," says Josh. "There are some tried and true strategies for change that we can tap into, and there is always new research to help. It makes me feel like I have something important I can offer my clients. What we're learning is really helpful."

This week, you will learn about the processes and strategies associated with facilitating change. This leads social workers to engagement with resources and advocacy as they facilitate and develop intervention plans. These processes are necessary throughout all stages of interaction and lead to healthy termination, in line with empowering clients and promoting self-sufficiency.

To-Do List:

- **Discussion:** For a hypothetical client with specific and severe challenges, explain how you would apply a task implementation sequence or a crisis intervention model. Identify a macro practice intervention strategy or resource and explore concepts that may come into play as outlined in your textbook.

- **Assignment:** Confirm your attendance at this week's synchronous online session.
- **What You Need to Know:** Learn about strategies for helping clients implement change and various types of intervention strategies. Watch a faculty demonstration video about encouraging a client to take action to make changes in his or her life.

## Learning Activities

### u06s1 - Activity Overviews

## Discussion Overview

For this discussion, for a hypothetical client with specific and severe challenges, explain how you would apply a task implementation sequence or a crisis intervention model. Then, identify a macro practice intervention strategy or resource and explore concepts that may come into play as outlined in your textbook.

## Assignment Overview

For this assignment, you will confirm your attendance at this week's synchronous online session.

### u06s2 - What You Need to Know

## Change and Interventions

In your *Empowerment Series: Direct Social Work Practice: Theory and Skills* text, read the following:

- Chapter 13, "Planning and Implementing Change-Oriented Strategies," pages 364–422.
- Chapter 14, "Developing Resources, Advocacy, and Organizing as Intervention Strategies," pages 423–454.

## Taking Action

Read the document [Taking Action](#) for tips on how to encourage a client to take action to make changes in his or her life.

### u06s3 - Prepare: Synchronous (Live Online) Session

In this two-hour session, you will begin by answering quiz questions assigned by your faculty as an entrance ticket. Following the close of the entrance ticket quiz, your faculty will open with a live discussion of skills and knowledge, bridging from asynchronous materials (resources in What You Need to Know) and lead to skills demonstration. Each learner is expected to verbally participate in this discussion. Please see the announcement section for the weekly Zoom link and call-in number.

Learners are required to have their webcam on and be present visually throughout activity engagement for the full session. Learners are required to be professionally present on their webcams. This means they are professionally dressed, seated at a desk or table, with their camera facing them directly as if they were in an interview for a job or seeing a live client. The background needs to be professional and private. The lighting needs to allow for faculty and learners to clearly see your face, the room cannot be dark or have so much backlighting that you cannot clearly be seen. Learners may not be engaging in any other activities, driving, or walking around during the live session for professionalism and for safety. Learners are expected to conduct themselves as if they were seeing a client or in an interview, as they are being assessed on their preparedness to enter field education. If learners are engaging in other activities, have other people present in the background or in the session with them, or are engaging in an unprofessional manner during the session (examples include, but are not limited to: eating, laying in bed or on the couch, caring for children, talking with family or friends, shopping, riding or driving in a vehicle, walking around their house or outside, cleaning, showering, smoking or drinking alcohol, on a cell phone with the camera moving around or facing the ceiling, etc.) they will be removed from the live session by faculty or administration and will be counted as absent. Learners may be referred for a Learner Code of Conduct or Professional Standards violation depending on the offense. Learners may fail the course if they are not prepared with a professional demonstration. For any missed sessions, the learner must complete all makeup work per the policy. Faculty will also remain on webcam for the duration of the session and will be visibly present in observation of learner role plays. Faculty must be able to see and hear the learner, so it is imperative that learners test their webcam and audio prior to joining the session. It is also important to ensure your internet

connection will be able to keep up with the session requirements. If learners cannot be seen or heard or are not able to stay connected, they will be counted as absent for the session.

Each mandatory synchronous live session takes place on a regularly scheduled date and time that is announced in advance by your faculty.

**You must attend all sessions of synchronously (live) in order to pass the course. In extenuating circumstances as outlined below a learner may be counted absent for up to two sessions. If you miss more than two sessions, you will be required to retake the entire course and redo all of the required expectations of this course. You must complete all attendance as outlined below.**

Synchronous sessions will adhere to the following timeline:

- 10-minute entrance ticket.
- 15-minute discussion on attending behaviors and communication (each learner will be expected to share their insights or questions from the textbook readings and faculty demonstration video).
- 10-minute small breakout activities (Prepare a plan to role-play to practice all skills learned to date and integrating any new techniques in preparation for the next four weeks of graded role-plays. You must pass each of the graded role-plays in Weeks 7–10. Ensure you are integrating all feedback and practice areas of concern or difficulty. When acting as the client, play a 28-year-old who lost their mother in a car wreck and just found out.).
- 65-minute role-plays of the patient outlined above in small breakout sessions (13 minutes per learner in breakout sessions).
- 10-minute process with a larger group on role-plays (faculty will bring the group back to the main Zoom room).
- 5-minute questions and answers with faculty and group.
- 5-minute exit ticket.

#### u06d1 - Write Your Discussion Post

### Change and Intervention

For your post to this discussion, assume you have a client who does not have access to medical insurance (limited resources for services) and is struggling with grief and the loss of an immediate family member in a manner that is interfering with their functionality and ability to maintain a consistent work schedule (impacting their income and livelihood).

In your post, explain how would you apply either of the following with this client:

1. The Task Implementation Sequence.
2. The Crisis Intervention Model.

Then, identify a macro practice intervention strategy or resource and discuss the various concepts that may come into play for this client as outlined in Chapter 14 of your textbook.

The initial post is due Wednesday by 11:59 pm Central Time.

### Response Guidelines

Responding to your peers is encouraged but not required for this discussion. However, you must be prepared to discuss materials from this week in the synchronous live session.

Course Resources

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Graduate Discussion Participation Scoring Guide

#### u06a1 - Week 6 Synchronous Session Attendance

Your faculty instructor will be giving you credit for your attendance at weekly synchronous sessions. In order to create a scoring opportunity so your instructor can complete this task, you must access this assignment and enter the sentence, "I attended (or did not attend) this week's synchronous session" in the assignment submission text box in the courseroom, and then submit it.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday; otherwise your instructor will not be able to give you credit for attendance.

## Unit 7 >> Values and Ethics

### Introduction

#### Whose Values?

"The distinction between personal and professional values is a new concept for me," says Josh. "Not all my clients will share the exact same values as me. I need to know the standards of professional ethics inside and out and apply them in every interaction. I also need to be aware of how conflicts between my values and those of my clients can result in bias that will be detrimental to them. Then, I need to find a productive way to work with that. It's much more complex than I imagined."

A unique characteristic of the social work profession is the strong adherence to social work ethics and a deep commitment to social justice and empowerment for all populations. Ethical dilemmas happen every day in social work practice. It is important for social workers to use the code of ethics to guide practice and decision making to ensure competent practice. This requires that social workers know the difference between personal values and bias and professional ethics.

#### To-Do List:

- **Assignment:** During the synchronous session, complete a graded role-play in which you demonstrate foundational skills. Open the role-play assignment and submit an entry in the text box to create a scoring opportunity so your instructor can provide feedback.
- **Assignment:** Prepare a three-page paper examining the difference between your personal and professional values and exploring how personal values can create bias. You must also explore how values play a role in social work practice and ethical decision making.
- **What You Need to Know:** Learn about how to apply cardinal social work values in your work. View the scoring guide for the graded role-play you will complete this week so you know how your performance will be assessed.
- **Assignment:** Confirm your attendance at this week's synchronous online session.

### Learning Activities

#### u07s1 - Activity Overviews

##### Assignment 1 Overview

This week, you will complete a graded role-play in which you demonstrate foundational skills during the synchronous session. You must open the role-play assignment and submit an entry in the text box to create a scoring opportunity so your instructor can provide feedback.

##### Assignment 2 Overview

For this assignment, you will prepare a three-page paper examining the difference between your personal and professional values and exploring how personal values can create bias. You will also explore how values play a role in social work practice and ethical decision making, using the lens provided by the week's readings.

##### Assignment 3 Overview

For this assignment, you will confirm your attendance at this week's synchronous online session.

#### u07s2 - What You Need to Know

## Social Work Values

In your *Empowerment Series: Direct Social Work Practice: Theory and Skills* text, read the following:

- Chapter 4, "Operationalizing the Cardinal Social Work Values," pages 57–87.

## Upcoming Role-Play

Your first graded role-play is this week. Review the scoring guide for Graded Role-Play 1: Foundational Skills to see how your performance will be assessed.

### u07s3 - Prepare: Synchronous (Live Online) Session

In this two-hour session, you will begin by answering quiz questions assigned by your faculty as an entrance ticket. Following the close of the entrance ticket quiz, your faculty will open with a live discussion of skills and knowledge, bridging from asynchronous materials (resources in What You Need to Know) and lead to skills demonstration. Each learner is expected to verbally participate in this discussion. Please see the announcement section for the weekly Zoom link and call-in number.

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Synchronous sessions will adhere to the following timeline:

- 5-minute entrance ticket.
- 5-minute discussion on values and ethics for the social worker (each learner will be expected to share their insights or questions from the textbook readings and areas of concern or risk).
- 95-minute role-plays with the following client: A 41-year-old Ghanaian male or female (depending on the client's preference), divorced and living alone, who has lived in the United States for the past 20 years. He or she is suffering from depression. He or she does not have family locally and lack social support/interactions. He or she is lacking the motivation to do his or her hygiene and get tasks completed. He or she has been missing work and been late to work, resulting in has been written up twice, fearing he or she will be losing his or her job. (14-16 minutes a social worker)
- 10-minute process with a larger group on role-plays (faculty will bring the group back to the main Zoom room).
- 5-minute exit ticket.

### u07a1 - Graded Role-Play 1: Foundational Skills

## Overview

In this first graded role-play (upcoming in a synchronous session), you will demonstrate the following:

- Setting the meeting tone.
- Clarifying names to be used.
- Explaining the process for the meeting and its purpose.
- Explaining confidentiality.
- Explaining contract and releases of information.
- Asking clients about the problem.
- Closing the meeting.

The following are some skills you will want to focus on:

- Being a good observer.
- Attending to clients.
- Listening.
- Expressing warmth.
- Empathy.
- Nonverbal behaviors (client and social worker).
- Paraphrasing.
- Reflecting.
- Summarizing.
- Clarifying.
- Questioning.
- Responding with immediacy.

## Instructions

You must open this role-play assignment (as if you were submitting an assignment) and submit a comment in the text box that indicates you are completing the Foundational Skills Role-Play (for example, "I will be completing the Foundational Skills Role-Play."). This action creates a scoring opportunity for your instructor to provide feedback. If you do not submit this assignment (comment in text box in the courseroom), your instructor will not be able to evaluate your role-play.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Select and use appropriate methods for evaluation of outcomes. (C9.GP.A)
  - Allow the client to speak without interrupting. (C9.GP.A)
  - Create strengths-based context. (C9.GP.A)
- Competency 2: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (C2.GP.C)
  - Listen in a non-prejudicial, non-judgmental manner. (C2.GP.C)
  - Demonstrate facial expression that is congruent with client's affect, does not over-express or under-express. (C2.GP.C)
  - Engage client effectively by listening in a non-prejudicial, non-judgmental manner. (C2.GP.C)
- Competency 3: Present themselves as learners and engage clients and constituencies as experts of their own experiences. (C2.GP.B)
  - Track client responses by following up on client's statements and summarize content. (C2.GP.B)
  - Establish and maintain a focus, by summarizing to "listen," to "understand," and stay on track. (C2.GP.B)
  - Apply reflection, reframing, and confrontation. (C2.GP.B)
  - Seek clarification and explore meaning of client issues. (C2.GP.B)
- Competency 4: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (C6.GP.B)
  - Demonstrate undivided attention, not distracted. (C6.GP.B)
  - Demonstrate appropriate body behavior, posture, gestures, and body movement. (C6.GP.B)
  - Demonstrate appropriate eye contact without staring. (C6.GP.B)
  - Demonstrate vocal behavior, volume intensity, emphasis, and pauses that are appropriate to client content. (C6.GP.B)
  - Demonstrate comfort and ease (does not demonstrate observable physiological responses, heavy breathing, blushing, tension). (C6.GP.B)
  - Demonstrate adequate interpersonal space; is not too close or too far. (C6.GP.B)
  - Respond with immediacy to client by validating the client's situation through empathic responses. (C6.GP.B)
  - Display genuineness, warmth, and empathy. (C6.GP.B)

- Competency 5: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (C7.GP.C)
  - Attend to introductions and join with the client. (C7.GP.C)
  - Actively listen by applying paraphrasing, relevant open-ended questions, and eliciting the client's story. (C7.GP.C)
  - Help client communicate through summarizing, asking open or closed-ended questions, and dealing effectively with conflict. (C7.GP.C)
- Competency 6: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (C7.GP.A)
  - Explore problems and sequences of interactions (circular questions) and/or frequency, intensity, and duration of behaviors. (C7.GP.A)
- Competency 7: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (C8.GP.A)
  - Establish at least one goal based on the reason for client visit. (C8.GP.A)
  - Develop a plan to attain and/or maintain goal achievement and continued growth. (C8.GP.A)
  - Develop and apply intervention strategies appropriate to the problem focus. (C8.GP.A)
- Competency 9: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.
  - Gain client's view of problems by probing effectively.
  - Discuss purpose of the session and worker and client roles during the first session.
  - Summarize the session, including mutually identified goals.
  - Set next meeting day and time.

## u07a2 - Values and Ethics

### Overview

Part of becoming a professional social worker is reflecting on how your personal values and professional ethics will play a role in your practice. This assignment will give you an opportunity to define some key terms, consider potential ethical challenges in your present or future practice, and place your discussion in a scholarly context.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAs and generalist practices:

- Competency 1: Demonstrate ethical and professional behavior.
  - C1.GP.B Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Competency 2: Engage diversity and difference in practice.
  - C2.GP.A Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

### Description

For this assignment, prepare a three-page paper (page number refers to the body of the paper and does not include the title page, abstract, or reference pages in APA format) addressing the difference between your personal and professional values and examining how personal values can create bias. In addition, address how values will play a role in social work practice and ethical decision making based on the lens and content of the assigned reading.

### Instructions

Include the following in this paper:

- Address the difference between your personal and professional values and examine how personal values can create bias.
- Discuss the concepts of competency, integrity, boundaries, and social justice.
- Address how values will play a role in social work practice and ethical decision making.
- Discuss any ethical challenges you anticipate in the field and areas or concepts on which you can improve.
  - Being insightful and using the critical thought process is imperative for this paper.
- Describe how you could advocate for clients to secure resources to support their efforts to change behaviors and how this relates to ethics and values.

This paper must be based on the assigned readings and a minimum of two other scholarly literature sources. This is not a personal reflection paper. The goal is to shift away from personal bias and values and into the literature and lens of professional ethics.

Submit your assignment by 11:59 p.m. Central time on Sunday.

## Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free from errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current [APA Style and Format](#).
- **Cited resources:** Minimum of two scholarly sources. The assigned reading must be utilized. All literature cited should be peer-reviewed and current, with publication dates within the past five years.
- **Length of paper:** Minimum of three double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Due date:** Assignment must be submitted to your instructor in the courseroom no later than 11:59 p.m. on Sunday of this week.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 2: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (C2.GP.C)
  - Identify personal and professional values. (C2.GP.C)
  - Describe how to maintain competence, integrity, boundaries, and social justice while dealing with personal bias. (C2.GP.C)
- Competency 3: Present themselves as learners and engage clients and constituencies as experts of their own experiences. (C2.GP.B)
  - Describe how personal and professional values play a role in social work practice and ethical decision making. (C2.GP.B)
- Competency 4: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (C6.GP.B)
  - Apply critical thinking to inform and communicate professional judgments. (C6.GP.B)
- Competency 8: Facilitate effective transitions and endings that advance mutually agreed-on goals. (C8.GP.E)
  - Describe how to advocate for clients to secure resources to support their efforts to change behaviors and how this relates to ethics and values. (C8.GP.E)
- Competency 9: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.
  - Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

### u07a3 - Week 7 Synchronous Session Attendance

Your faculty instructor will be giving you credit for your attendance at weekly synchronous sessions. In order to create a scoring opportunity so your instructor can complete this task, you must access this assignment and enter the sentence, "I attended (or did not attend) this week's synchronous session" in the assignment submission text box in the courseroom, and then submit it.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday; otherwise your instructor will not be able to give you credit for attendance.

## Unit 8 >> Family Functioning

### Introduction

#### Documentation and Complexity

"I think I'm beginning to understand why it's important to document my work with clients," says Margaret. "But it's taking me a while to figure out what to document and how to do it. Once again, practice is the key for me. I wish I were more patient with the process."

"I know what you mean," responds Josh. "My first attempts at documentation were pretty sad, especially when I was working with

families and all their complexity. But, I think I'm beginning to get the hang of it."

This week will introduce practice with couples, families, and parents. The week's activities will provide a foundation for understanding the difference between first and second order change strategies, problem-solving strategies, skill training, contracting with families, and modifying interactions. Often, family members may engage in conflict and misconceptions or distorted cognitions that impair their interactions. This week's goal is to assist you in your professional social work, your development, and in finding productive strategies for engaging various layers of the client system.

To-Do List:

- **Discussion:** Describe specific ways for working with families and couples and examine how cultural factors may influence your work with them.
- **Assignment:** Complete a graded role-play in which you demonstrate advanced foundational skills during the synchronous session. You must open the role-play assignment and submit an entry in the text box in the courseroom to create a scoring opportunity so your instructor can provide feedback.
- **What You Need to Know:** Learn more about working with families and find out about documenting your work with clients, including why it's important and what to document. View the scoring guide for the graded role-play you will complete this week so you know how your performance will be assessed.
- **Assignment:** Confirm your attendance at this week's synchronous online session.

## Learning Activities

### u08s1 - Activity Overviews

#### Discussion Overview

In this discussion, you will describe ways for working with families and couples, including engaging them, providing problem-solving approaches or skills training, and identifying misconceptions or distorted cognitions and helping to modify communication patterns. You will also examine how cultural factors may influence your work with couples or families.

#### Assignment 1 Overview

This week, you will complete a graded role-play in which you demonstrate advanced foundational skills during the synchronous session. You must open the role-play assignment and submit an entry in the text box in the courseroom to create a scoring opportunity so your instructor can provide feedback.

#### Assignment 2 Overview

For this assignment, you will confirm your attendance at this week's synchronous online session.

### u08s2 - What You Need to Know

#### Families and Relationships

In your *Empowerment Series: Direct Social Work Practice: Theory and Skills* text, read the following:

- Chapter 15, "Enhancing Family Functioning and Relationships," pages 455–483.

#### Upcoming Role-Play

Your next graded role-play is this week. Review the scoring guide for Graded Role-Play 2: Advanced Foundational Skills to see how your performance will be assessed.

Licensure

View the [Pre-Licensure video](#) recorded by Capella Licensure Team to learn about requirements for MSW licensure expectations.

### u08s3 - Prepare: Synchronous (Live Online) Session

In this two-hour session, you will begin by answering quiz questions assigned by your faculty as an entrance ticket. Following the close of the entrance ticket quiz, your faculty will open with a live discussion of skills and knowledge, bridging from asynchronous materials (resources in What You Need to Know) and lead to skills demonstration. Each learner is expected to verbally participate in this discussion. Please see the announcement section for the weekly Zoom link and call-in number.

Learners are required to have their webcam on and be present visually throughout activity engagement for the full session. Learners are required to be professionally present on their webcams. This means they are professionally dressed, seated at a desk or table, with their camera facing them directly as if they were in an interview for a job or seeing a live client. The background needs to be professional and private. The lighting needs to allow for faculty and learners to clearly see your face, the room cannot be dark or have so much backlighting that you cannot clearly be seen. Learners may not be engaging in any other activities, driving, or walking around during the live session for professionalism and for safety. Learners are expected to conduct themselves as if they were seeing a client or in an interview, as they are being assessed on their preparedness to enter field education. If learners are engaging in other activities, have other people present in the background or in the session with them, or are engaging in an unprofessional manner during the session (examples include, but are not limited to: eating, laying in bed or on the couch, caring for children, talking with family or friends, shopping, riding or driving in a vehicle, walking around their house or outside, cleaning, showering, smoking or drinking alcohol, on a cell phone with the camera moving around or facing the ceiling, etc.) they will be removed from the live session by faculty or administration and will be counted as absent. Learners may be referred for a Learner Code of Conduct or Professional Standards violation depending on the offense. Learners may fail the course if they are not prepared with a professional demonstration. For any missed sessions, the learner must complete all makeup work per the policy. Faculty will also remain on webcam for the duration of the session and will be visibly present in observation of learner role plays. Faculty must be able to see and hear the learner, so it is imperative that learners test their webcam and audio prior to joining the session. It is also important to ensure your internet connection will be able to keep up with the session requirements. If learners cannot be seen or heard or are not able to stay connected, they will be counted as absent for the session.

Each mandatory synchronous live session takes place on a regularly scheduled date and time that is announced in advance by your faculty.

**You must attend all sessions of synchronously (live) in order to pass the course. In extenuating circumstances as outlined below a learner may be counted absent for up to two sessions. If you miss more than two sessions, you will be required to retake the entire course and redo all of the required expectations of this course. You must complete all attendance as outlined.**

Synchronous sessions will adhere to the following timeline:

- 5-minute entrance ticket.
- 5-minute discussion on values and ethics for the social worker (each learner will be expected to share their insights or questions from the textbook readings and areas of concern or risk).
- 95-minute role-plays with the following client: A 41-year-old Ghanaian male or female (depending on the client's preference), divorced and living alone, who has lived in the United States for the past 20 years. He or she is suffering from depression. He or she does not have family locally and lack social support/interactions. He or she is lacking the motivation to do his or her hygiene and get tasks completed. He or she has been missing work and been late to work, resulting in has been written up twice, fearing he or she will be losing his or her job. (14-16 minutes a social worker)
- 10-minute process with a larger group on role-plays (faculty will bring the group back to the main Zoom room).
- 5-minute exit ticket.

### u08d1 - Write Your Discussion Post

## Systems Intervention

In your post for this discussion:

- Describe briefly the first step to engaging a family or couple.
- Give one example of either a problem-solving approach or skills training approach that you would use working with a couple or family.
- Describe how you might identify and describe misconceptions or distorted cognitions to the couple or family you are working with to assist in modifying communication patterns.
- Describe how culture may influence your engagement with the couple or family as a social worker and how a cultural perspective may dictate communication patterns and acceptable intervention strategies when working with a couple or family.

The initial post is due Wednesday by 11:59 pm Central Time.

## Response Guidelines

Responding to your peers is encouraged but not required for this discussion. However, you must be prepared to discuss materials from this week in the synchronous live session.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u08a1 - Graded Role-Play 2: Advanced Foundational Skills

## Overview

This is the second of the four separate role-play sessions you will complete with the same mock client. For this second meeting, the social worker should focus on gathering information. The [Biopsychosocial/Spiritual Assessment](#) document (also linked in the Week 9 assignment) is a great way to frame, or provide a structure for, the interaction.

Your instructor will use the Role-Play 2: Advanced Foundational Skills scoring guide to inform you about how you are progressing in the course. Although your instructor completes the evaluation, feedback will also incorporate peer feedback you receive in class.

## Instructions

You **must** open this assignment (as if you were submitting an assignment) and submit a comment in the text box that indicates you are completing Role-Play 2 (for example, "I will be completing Role-Play 2"). This action creates a scoring opportunity for your instructor to provide feedback. If you do not submit this assignment (comment in text box in the courseroom), your instructor will not be able to evaluate your role-play.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Select and use appropriate methods for evaluation of outcomes. (C9.GP.A)
  - Allow the client to speak without interrupting. (C9.GP.A)
  - Create strengths-based context. (C9.GP.A)
- Competency 2: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (C2.GP.C)
  - Listen in a non-prejudicial, non-judgmental manner. (C2.GP.C)
  - Demonstrate facial expression that is congruent with client's affect, does not over-express or under-express. (C2.GP.C)
  - Engage client effectively by listening in a non-prejudicial, non-judgmental manner. (C2.GP.C)
- Competency 3: Present themselves as learners and engage clients and constituencies as experts of their own experiences. (C2.GP.B)
  - Track client responses by following up on client's statements and summarize content. (C2.GP.B)
  - Establish and maintain a focus, by summarizing to "listen," to "understand," and stay on track. (C2.GP.B)
  - Apply reflection, reframing, and confrontation. (C2.GP.B)
  - Seek clarification and explore meaning of client issues. (C2.GP.B)
- Competency 4: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (C6.GP.B)
  - Demonstrate undivided attention, not distracted. (C6.GP.B)
  - Demonstrate appropriate body behavior, posture, gestures, and body movement. (C6.GP.B)
  - Demonstrate appropriate eye contact without staring. (C6.GP.B)
  - Demonstrate vocal behavior, volume intensity, emphasis, and pauses that are appropriate to client content. (C6.GP.B)
  - Demonstrate comfort and ease (does not demonstrate observable physiological responses, heavy breathing, blushing, tension). (C6.GP.B)
  - Demonstrate adequate interpersonal space; is not too close or too far. (C6.GP.B)
  - Respond with immediacy to client by validating the client's situation through empathic responses. (C6.GP.B)
  - Display genuineness, warmth, and empathy. (C6.GP.B)
- Competency 5: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (C7.GP.C)
  - Attend to introductions and join with the client. (C7.GP.C)
  - Actively listen by applying paraphrasing, relevant open-ended questions, and eliciting the client's story. (C7.GP.C)

- Help client communicate through summarizing, asking open or closed-ended questions, and dealing effectively with conflict. (C7.GP.C)
- Competency 6: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (C7.GP.A)
  - Explore problems and sequences of interactions (circular questions) and/or frequency, intensity, and duration of behaviors. (C7.GP.A)
- Competency 7: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (C8.GP.A)
  - Establish at least one goal based on the reason for client visit. (C8.GP.A)
  - Develop a plan to attain and/or maintain goal achievement and continued growth. (C8.GP.A)
  - Develop and apply intervention strategies appropriate to the problem focus. (C8.GP.A)
- Competency 9: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.
  - Gain client's view of problems by probing effectively.
  - Discuss purpose of the session and worker and client roles during the first session.
  - Summarize the session, including mutually identified goals.
  - Set next meeting day and time.

### u08a2 - Week 8 Synchronous Session Attendance

Your faculty instructor will be giving you credit for your attendance at weekly synchronous sessions. In order to create a scoring opportunity so your instructor can complete this task, you must access this assignment and enter the sentence, "I attended (or did not attend) this week's synchronous session" in the assignment submission text box in the courseroom, and then submit it.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday; otherwise your instructor will not be able to give you credit for attendance.

## Unit 9 >> Barriers to Change and Ethical Engagement

### Introduction

#### Facing Challenges

Josh and Margaret have encountered frustration in some of their role-plays with clients. "The road to meaningful change can be pretty tough for some of my clients" says Margaret. "Sometimes, the circumstances in their lives make it impossible for an intervention to work—even when it works well with other clients."

"You've got that right," says Josh. "Some people have really challenging lives. But there are often ways to work around the circumstances that get in the way. With help, some clients can make meaningful changes even when it seems unlikely."

This week, you will explore barriers to change and some of the challenges clients and systems may experience during the change process. Many clients you encounter may want to change, but have psychological, behavioral, systemic or other barriers you may need to help navigate in order to help them create change.

Remember, as a social worker, you are not "fixing" your client—you are using your skills and knowledge to help navigate difficulty and help facilitate meaningful change that is self-sustainable and empowering for the client. As a social worker, you need to be aware of your own values and bias that may impact how and what change you feel should occur. It is important to bracket your bias and personal opinions, set them aside, and meet the client where they are at, focused on change that is relevant and reasonable for the client. It is also important to understand a professional relationship, the need to set boundaries, and avoid self-disclosure to promote healthy, therapeutic relationships. Even when this is done, transference and counter-transference can occur and may be subconscious. The social worker must be aware of these types of barriers as well.

To-Do List:

- **Discussion:** Examine transference and counter-transference and how you can become aware of them and intervene. Also, select an issue that can arise when working with a client, describe possible ethical concerns related to it, and explore ways you can successfully navigate around it.
- **Assignment:** During the synchronous session, complete a graded role-play in which you demonstrate advanced treatment planning. You must open the role-play assignment and submit an entry in the text box in the courseroom to create a scoring opportunity so your instructor can provide feedback.
- **Assignment:** Create a report documenting a critical assessment on the functioning of a client and an analysis of problem areas. Include information on an extensive list of assessment areas.
- **What You Need to Know:** Learn about barriers to change faced by clients and how you can help them overcome them. View the scoring guide for the graded role-play you will complete this week so you know how your performance will be assessed.
- **Assignment:** Confirm your attendance at this week's synchronous online session.

## Learning Activities

### u09s1 - Activity Overviews

#### Discussion Overview

In this discussion, you will examine transference and counter-transference and how you can become aware of them and intervene when working with clients. You will also select an issue that can arise when working with a client, describe possible ethical concerns related to the issue, and describe ways you can successfully navigate around them.

#### Assignment 1 Overview

This week, during the synchronous session, you will complete a graded role-play in which you demonstrate treatment planning. You must open the role-play assignment and submit an entry in the text box in the courseroom to create a scoring opportunity so your instructor can provide feedback.

#### Assignment 2 Overview

For this assignment, you will create a report documenting a critical assessment on the functioning of a client and an analysis of problem areas. You will include information on an extensive list of assessment areas.

#### Assignment Overview

For this assignment, you will confirm your attendance at this week's synchronous online session.

### u09s2 - What You Need to Know

#### Managing Change

In your *Empowerment Series: Direct Social Work Practice: Theory and Skills* text, read the following:

- Chapter 18, "Managing Barriers to Change," page 535–566.

#### Documentation

Go to "[Documentation of Care, Treatment, or Services in Behavioral Health Care: Your Go-To Guide](#)" and click **Download Sample Pages**. Download the sample pages and read the information about documentation. You will need this information to complete this week's assignment.

#### Upcoming Role-Play

Your next graded role-play is this week. Review the scoring guide for Graded Role-Play 3: Treatment Planning to see how your performance will be assessed.

### u09s3 - Prepare: Synchronous (Live Online) Session

In this two-hour session, you will begin by answering quiz questions assigned by your faculty as an entrance ticket. Following the close of the entrance ticket quiz, your faculty will open with a live discussion of skills and knowledge, bridging from asynchronous materials (resources in What You Need to Know) and lead to skills demonstration. Each learner is expected to verbally participate in this discussion. Please see the announcement section for the weekly Zoom link and call-in number.

Learners are required to have their webcam on and be present visually throughout activity engagement for the full session. Learners are required to be professionally present on their webcams. This means they are professionally dressed, seated at a desk or table, with their camera facing them directly as if they were in an interview for a job or seeing a live client. The background needs to be professional and private. The lighting needs to allow for faculty and learners to clearly see your face, the room cannot be dark or have so much backlighting that you cannot clearly be seen. Learners may not be engaging in any other activities, driving, or walking around during the live session for professionalism and for safety. Learners are expected to conduct themselves as if they were seeing a client or in an interview, as they are being assessed on their preparedness to enter field education. If learners are engaging in other activities, have other people present in the background or in the session with them, or are engaging in an unprofessional manner during the session (examples include, but are not limited to: eating, laying in bed or on the couch, caring for children, talking with family or friends, shopping, riding or driving in a vehicle, walking around their house or outside, cleaning, showering, smoking or drinking alcohol, on a cell phone with the camera moving around or facing the ceiling, etc.) they will be removed from the live session by faculty or administration and will be counted as absent. Learners may be referred for a Learner Code of Conduct or Professional Standards violation depending on the offense. Learners may fail the course if they are not prepared with a professional demonstration. For any missed sessions, the learner must complete all makeup work per the policy. Faculty will also remain on webcam for the duration of the session and will be visibly present in observation of learner role plays. Faculty must be able to see and hear the learner, so it is imperative that learners test their webcam and audio prior to joining the session. It is also important to ensure your internet connection will be able to keep up with the session requirements. If learners cannot be seen or heard or are not able to stay connected, they will be counted as absent for the session.

Each mandatory synchronous live session takes place on a regularly scheduled date and time that is announced in advance by your faculty.

**You must attend all sessions of synchronously (live) in order to pass the course. In extenuating circumstances as outlined below a learner may be counted absent for up to two sessions. If you miss more than two sessions, you will be required to retake the entire course and redo all of the required expectations of this course. You must complete all attendance as outlined below.**

Synchronous sessions will adhere to the following timeline:

- 5-minute entrance ticket.
- 5-minute discussion on values and ethics for the social worker (each learner will be expected to share their insights or questions from the textbook readings and areas of concern or risk).
- 95-minute role-plays with the following client: A 41-year-old Ghanaian male or female (depending on the client's preference), divorced and living alone, who has lived in the United States for the past 20 years. He or she is suffering from depression. He or she does not have family locally and lack social support/interactions. He or she is lacking the motivation to do his or her hygiene and get tasks completed. He or she has been missing work and been late to work, resulting in has been written up twice, fearing he or she will be losing his or her job. (14-16 minutes a social worker)
- 10-minute process with a larger group on role-plays (faculty will bring the group back to the main Zoom room).
- 5-minute exit ticket.

### u09d1 - Write Your Discussion Post

## Systems Intervention

For your post to this discussion, complete the following:

- Describe the difference between transference and counter-transference.
- Describe steps you can take to become aware of these processes in a session and ways you will intervene (utilize change strategies) when working with a client.
- Select one of the following and describe your selection, the ethical concerns associated with your topic of choice, and how you personally will be sure you do not fall into a pattern, even unintentionally, with unethical issues or boundary violations within the topic of your choice:
  1. Pathological or inept social workers.
  2. Sexual attraction toward a client.
  3. Over-involvement of a social worker.
  4. Cross-racial or cross-cultural barriers.
  5. Practitioner reactions.

Be aware that you should review each topic in detail, even though you are only writing on one topic.

The initial post is due Wednesday by 11:59 pm Central Time.

## Response Guidelines

Responding to your peers is encouraged but not required for this discussion. However, you must be prepared to discuss materials from this week in the synchronous live session.

Course Resources

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Graduate Discussion Participation Scoring Guide

### u09a1 - Graded Role-Play 3: Treatment Planning

## Overview

This is the third of the four graded role-play sessions you will complete with the same mock client. The focus of the third session is treatment planning. Learners should demonstrate the ability to help their client identify goals and to develop objectives to meet those goals.

Your instructor will use the Role-Play 3: Treatment Planning scoring guide to inform you about how you are progressing in the course. Although your instructor completes the evaluation, feedback will also incorporate peer feedback you receive in class.

## Instructions

You **must** open this assignment (as if you were submitting an assignment) and submit a comment in the text box that indicates you are completing Role-Play 3 (for example, "I will be completing Role-Play 3"). This action creates a scoring opportunity for your instructor to provide feedback. If you do not submit this assignment (comment in text box in the courseroom), your instructor will not be able to evaluate your role-play.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Select and use appropriate methods for evaluation of outcomes. (C9.GP.A)
  - Allow the client to speak without interrupting. (C9.GP.A)
  - Create strengths-based context. (C9.GP.A)
- Competency 2: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (C2.GP.C)
  - Listen in a non-prejudicial, non-judgmental manner. (C2.GP.C)
  - Demonstrate facial expression that is congruent with client's affect, does not over-express or under-express. (C2.GP.C)
  - Engage client effectively by listening in a non-prejudicial, non-judgmental manner. (C2.GP.C)
- Competency 3: Present themselves as learners and engage clients and constituencies as experts of their own experiences. (C2.GP.B)
  - Track client responses by following up on client's statements and summarize content. (C2.GP.B)
  - Establish and maintain a focus, by summarizing to "listen," to "understand," and stay on track. (C2.GP.B)
  - Apply reflection, reframing, and confrontation. (C2.GP.B)
  - Seek clarification and explore meaning of client issues. (C2.GP.B)
- Competency 4: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (C6.GP.B)
  - Demonstrate undivided attention, not distracted. (C2.GP.B)
  - Demonstrate appropriate body behavior, posture, gestures, and body movement. (C2.GP.B)
  - Demonstrate appropriate eye contact without staring. (C2.GP.B)
  - Demonstrate vocal behavior, volume intensity, emphasis, and pauses that are appropriate to client content. (C2.GP.B)
  - Demonstrate comfort and ease (does not demonstrate observable physiological responses, heavy breathing, blushing, tension). (C2.GP.B)
  - Demonstrate adequate interpersonal space; is not too close or too far. (C2.GP.B)
  - Respond with immediacy to client by validating the client's situation through empathic responses.
  - Display genuineness, warmth, and empathy. (C2.GP.B)

- Competency 5: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (C7.GP.C)
  - Attend to introductions and join with the client. (C7.GP.C)
  - Actively listen by applying paraphrasing, relevant open-ended questions, and eliciting the client's story. (C7.GP.C)
  - Help client communicate through summarizing, asking open or closed-ended questions, and dealing effectively with conflict. (C7.GP.C)
- Competency 6: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (C7.GP.A)
  - Explore problems and sequences of interactions (circular questions) and/or frequency, intensity, and duration of behaviors. (C7.GP.A)
- Competency 7: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (C8.GP.A)
  - Establish at least one goal based on the reason for client visit. (C8.GP.A)
  - Develop a plan to attain and/or maintain goal achievement and continued growth. (C8.GP.A)
  - Develop and apply intervention strategies appropriate to the problem focus. (C8.GP.A)
- Competency 9: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.
  - Gain client's view of problems by probing effectively.
  - Discuss purpose of the session and worker and client roles during the first session.
  - Summarize the session, including mutually identified goals.
  - Set next meeting day and time.

## u09a2 - Biopsychosocialspiritual Assessment

### Preparation

If you have not already done so, go to "[Documentation of Care, Treatment, or Services in Behavioral Health Care: Your Go-To Guide](#)" and click **Download Sample Pages**. Download the sample pages and read the information about documentation.

In addition, review the [Biopsychosocialspiritual Assessment](#) document for a summary of the information that should be included in a biopsychosocialspiritual assessment.

### Overview

Based on the guidance provided by the Joint Commission Resources document and the Biopsychosocialspiritual Assessment document from this week's What You Need to Know activity, prepare a typed, highly factual, and detailed biopsychosocialspiritual assessment report about a mock client you worked with in one of your synchronous sessions.

Pay special attention and include the information listed in the outline in the Biopsychosocialspiritual Assessment document in your report to ensure you are in line with current practice and documentation expectations in the field of graduate social work. This will also ensure assessment documentation is comprehensive, and ensure you are protecting your credibility and licensure, once licensed.

When you have completed the assessment, you can update and document ongoing sessions with less effort. Each agency may have a different template they request you to use. This is acceptable, but as a licensed graduate social worker, regardless of your agency's template format, it is your responsibility to ensure you are including the proper information. Before you assess and document, it is important to know what your level of licensure allows in assessment and practice.

The assessment documentation in this assignment will prepare you for the highest level of clinical licensure and give you the chance to talk to others about what else you may need or want to add. Keep this assignment for your use and to further expand on in future social work courses and field education. Talk with your faculty and field supervisors about creating a template you can use with ease in ongoing work to help prepare you for graduation and the workforce.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAs and generalist practices:

- Competency 7: Assess individuals, families, groups, organizations, and communities.
  - C7.GP.A Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
  - C7.GP.B Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

## Purpose

The purpose of this assignment is for you to demonstrate your ability to organize and document in a report a critical assessment on the functioning of a client and an analysis of problem areas. It should contain a clear, concise, and defensible assessment of the client.

## Instructions

### Create an Assessment Report

Prepare a detailed biopsychosocialspiritual assessment report for a mock client you worked with in one of your synchronous sessions. In your report, include all information outlined in the [Biopsychosocialspiritual Assessment](#) document.

At the end of the documentation, sign the report as you, the learner social worker (including your credentials) and date it.

**Report format:** The report should be single-spaced with a blank space between paragraphs and/or sections. Headings should be used and bolded in order to make the sections in the report easy to read and easy to find. Done well, the report is probably one of the more difficult documents to write. What is important is that the assessment provides sufficient information so that any other professional could read the report and have a clear understanding of the major aspects, problems, and strengths of the client.

### Summarize a Related Scholarly Article

In addition to your assessment report, search the Capella library databases for one scholarly (peer-reviewed) journal article related to the client's problem or the type of intervention one would consider using with the client. It is important your documentation is in line with the literature, and there is clear rationale as to why you are doing what you are doing.

Using the critical thought process, write one paragraph about the article and why it was chosen. Attach the article to the report.

Using scholarly articles in our practice with clients is one way to link research to practice.

Submit your assignment by 11:59 p.m. Central time on Sunday.

### Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free from errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current [APA Style and Format](#).
- **Cited resources:** Minimum of one scholarly source. All literature cited should be peer reviewed and published within the past five years.
- **Font and font size:** Times New Roman, 12 point.
- **Due date:** Assignment must be submitted to your instructor in the courseroom no later than 11:59 p.m. on Sunday of this week.

## Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 6: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; (C7.GP.A)
  - Create an assessment report for an identified client. (C7.GP.A)
  - Write a report that contains a critical assessment on the functioning of a client. (C7.GP.A)
  - Analyze identified client problem areas. (C7.GP.A)
  - Apply the critical thought process to make the connection between practice and research, integrating academic research into the assessment report, to support the assessment of the client. (C7.GP.A)
  - Collect, organize, and interpret client data. (C7.GP.A)
- Competency 9: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.
  - Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Your faculty instructor will be giving you credit for your attendance at weekly synchronous sessions. In order to create a scoring opportunity so your instructor can complete this task, you must access this assignment and enter the sentence, "I attended (or did not attend) this week's synchronous session" in the assignment submission text box in the courseroom, and then submit it.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday; otherwise your instructor will not be able to give you credit for attendance.

## Unit 10 >> Evaluation and Termination

### Introduction

#### Knowing When You Are Done

"Ending client sessions is harder than I imagined," says Margaret. "But what we've learned about evaluation makes it easier to know if our interventions are working and if changes can be sustained."

"Even when we know it's time, that final session can also be a challenge," says Josh. "I'm glad we have some best practices for handling that last session. But, when a client is making good progress, it feels good to see them go on their way."

This week, you will explore the process of evaluation to determine the ongoing effectiveness of a treatment plan. You will explore how to determine the need to modify a treatment plan, if goals have been met, and if an intervention was effective. This process is important, ongoing, and part of appropriate, ethical termination of a client. If a client is not properly terminated, if the treatment does not match the treatment plan, if an intervention is not evidence-based, or if the goals have not been met, this can lead to the ethical violation of abandoning a client. This can result in legal and licensure concerns for the social worker.

#### To-Do List:

- **Assignment:** During the synchronous session, complete a graded role-play in which you demonstrate termination of client sessions. You must open the role-play assignment and submit an entry in the text box in the courseroom to create a scoring opportunity so your instructor can provide feedback.
- **Assignment:** Use a rating form to self-assess your mastery of micro skills necessary for professional social workers. Compare your Post-Course Assessment with your Pre-Course Assessment to evaluate the development of your skill sets during your experience of this course.
- **What You Need to Know:** Learn more about evaluation and best practices for terminating sessions with a client. View the scoring guide for the graded role-play you will complete this week so you know how your performance will be assessed.
- **Assignment:** Confirm your attendance at this week's synchronous online session. Your instructor will use this assignment to give you credit for your attendance at synchronous sessions throughout the course if you attended 8 or more of the 10 sessions.

### Learning Activities

#### u10s1 - Activity Overviews

#### Assignment 1 Overview

This week, during the synchronous session, you will complete a graded role-play in which you demonstrate termination of client sessions. You must open the role-play assignment and submit an entry in the text box in the courseroom to create a scoring opportunity so your instructor can provide feedback.

#### Assignment 2 Overview

As this course draws to a close, use a rating form to self-assess your mastery of micro skills necessary for professional social workers. By comparing your post-course assessment with your pre-course assessment, you will be able to evaluate the development of your skill sets during your experience of this course.

## Assignment 3 Overview

For this assignment you will confirm your attendance at this week's synchronous online session. Your instructor will use this assignment to give you credit for your attendance at synchronous sessions throughout the course if you attended 8 or more of the 10 sessions.

### u10s2 - What You Need to Know

## Evaluation and Termination

In your *Empowerment Series: Direct Social Work Practice: Theory and Skills* text, read the following:

- Chapter 19, "The Final Phase, Evaluation and Termination," pages 568–584.

## Upcoming Role-Play

Your next graded role-play is this week. Review the scoring guide for Graded Role-Play 4: Termination to see how your performance will be assessed.

### u10s3 - Prepare: Synchronous (Live Online) Session

In this two-hour session, you will begin by answering quiz questions assigned by your faculty as an entrance ticket. Following the close of the entrance ticket quiz, your faculty will open with a live discussion of skills and knowledge, bridging from asynchronous materials (resources in What You Need to Know) and lead to skills demonstration. Each learner is expected to verbally participate in this discussion. Please see the announcement section for the weekly Zoom link and call-in number.

Learners are required to have their webcam on and be present visually throughout activity engagement for the full session. Learners are required to be professionally present on their webcams. This means they are professionally dressed, seated at a desk or table, with their camera facing them directly as if they were in an interview for a job or seeing a live client. The background needs to be professional and private. The lighting needs to allow for faculty and learners to clearly see your face, the room cannot be dark or have so much backlighting that you cannot clearly be seen. Learners may not be engaging in any other activities, driving, or walking around during the live session for professionalism and for safety. Learners are expected to conduct themselves as if they were seeing a client or in an interview, as they are being assessed on their preparedness to enter field education. If learners are engaging in other activities, have other people present in the background or in the session with them, or are engaging in an unprofessional manner during the session (examples include, but are not limited to: eating, laying in bed or on the couch, caring for children, talking with family or friends, shopping, riding or driving in a vehicle, walking around their house or outside, cleaning, showering, smoking or drinking alcohol, on a cell phone with the camera moving around or facing the ceiling, etc.) they will be removed from the live session by faculty or administration and will be counted as absent. Learners may be referred for a Learner Code of Conduct or Professional Standards violation depending on the offense. Learners may fail the course if they are not prepared with a professional demonstration. For any missed sessions, the learner must complete all makeup work per the policy. Faculty will also remain on webcam for the duration of the session and will be visibly present in observation of learner role plays. Faculty must be able to see and hear the learner, so it is imperative that learners test their webcam and audio prior to joining the session. It is also important to ensure your internet connection will be able to keep up with the session requirements. If learners cannot be seen or heard or are not able to stay connected, they will be counted as absent for the session.

Each mandatory synchronous live session takes place on a regularly scheduled date and time that is announced in advance by your faculty.

**You must attend all sessions of synchronously (live) in order to pass the course. In extenuating circumstances as outlined below a learner may be counted absent for up to two sessions. If you miss more than two sessions, you will be required to retake the entire course and redo all of the required expectations of this course. You must complete all attendance as outlined.**

Synchronous sessions will adhere to the following timeline:

- 5-minute entrance ticket.
- 5-minute discussion on values and ethics for the social worker (each learner will be expected to share their insights or questions from the textbook readings and areas of concern or risk).
- 95-minute role-plays with the following client: A 41-year-old Ghanaian male or female (depending on the client's preference), divorced and living alone, who has lived in the United States for the past 20 years. He or she is suffering from depression. He or she does not have family locally and lack social support/interactions. He or she is lacking the motivation to do his or her hygiene and get tasks completed. He or she has been missing work and been late to work, resulting in has been written up twice, fearing he or she will be losing his or her job. (14-16 minutes a social worker)

- 10-minute process with a larger group on role-plays (faculty will bring the group back to the main Zoom room).
- 5-minute exit ticket.

## u10a1 - Graded Role-Play 4: Termination

### Overview

In this final graded role-play, you will demonstrate the ability to return to a final session with your client and facilitate the termination process. Use all readings, practice notes, feedback, and faculty demonstrations throughout the term to prepare.

Your instructor will use the Role-Play 4: Termination scoring guide to inform you about how you are progressing in the course. Although your instructor completes the evaluation, feedback will also incorporate peer feedback you receive in class.

### Instructions

You **must** open this assignment (as if you were submitting an assignment) and submit a comment in the text box that indicates you are completing Role-Play 4: Termination (for example, "I will be completing Role-Play 4"). This action creates a scoring opportunity for your instructor to provide feedback. If you do not submit this assignment (comment in text box in the courseroom), your instructor will not be able to evaluate your role-play.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday.

### Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Select and use appropriate methods for evaluation of outcomes. (C9.GP.A)
  - Allow the client to speak without interrupting. (C9.GP.A)
  - Create strengths-based context. (C9.GP.A)
- Competency 2: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (C2.GP.C)
  - Listen in a non-prejudicial, non-judgmental manner. (C2.GP.C)
  - Demonstrate facial expression that is congruent with client's affect, does not over-express or under-express. (C2.GP.C)
  - Engage client effectively by listening in a non-prejudicial, non-judgmental manner. (C2.GP.C)
- Competency 3: Present themselves as learners and engage clients and constituencies as experts of their own experiences. (C2.GP.B)
  - Track client responses by following up on client's statements and summarize content. (C2.GP.B)
  - Establish and maintain a focus, by summarizing to "listen," to "understand," and stay on track. (C2.GP.B)
  - Apply reflection, reframing, and confrontation. (C2.GP.B)
  - Seek clarification and explore meaning of client issues. (C2.GP.B)
- Competency 4: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (C6.GP.B)
  - Demonstrate undivided attention, not distracted. (C6.GP.B)
  - Demonstrate appropriate body behavior, posture, gestures, and body movement. (C6.GP.B)
  - Demonstrate appropriate eye contact without staring. (C6.GP.B)
  - Demonstrate vocal behavior, volume intensity, emphasis, and pauses that are appropriate to client content. (C6.GP.B)
  - Demonstrate comfort and ease (does not demonstrate observable physiological responses, heavy breathing, blushing, tension). (C6.GP.B)
  - Demonstrate adequate interpersonal space; is not too close or too far. (C6.GP.B)
  - Respond with immediacy to client by validating the client's situation through empathic responses.
  - Display genuineness, warmth, and empathy. (C6.GP.B)
- Competency 5: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (C7.GP.C)
  - Attend to introductions and join with the client. (C7.GP.C)
  - Actively listen by applying paraphrasing, relevant open-ended questions, and eliciting the client's story. (C7.GP.C)
  - Help client communicate through summarizing, asking open or closed-ended questions, and dealing effectively with conflict. (C7.GP.C)
- Competency 6: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (C7.GP.A)
  - Explore problems and sequences of interactions (circular questions) and/or frequency, intensity, and duration of behaviors. (C7.GP.A)
- Competency 7: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (C8.GP.A)
  - Establish at least one goal based on the reason for client visit. (C8.GP.A)

- Develop a plan to attain and/or maintain goal achievement and continued growth. (C8.GP.A)
- Develop and apply intervention strategies appropriate to the problem focus. (C8.GP.A)
- Competency 9: Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.
  - Gain client's view of problems by probing effectively.
  - Discuss purpose of the session and worker and client roles during the first session.
  - Summarize the session, including mutually identified goals.
  - Set next meeting day and time.

## u10a2 - Post-Course Micro Skills Rating Form and Evaluation

### Overview

As you approach the end of the Micro Skills Practice course, you will complete a Post-Course Micro Skills Rating Form and Evaluation. By comparing your post-course assessment with your pre-course assessment, you will be able to evaluate the development of your skillsets during your experience of this course.

By successfully completing this assignment, you will demonstrate your proficiency in the following EPAs and generalist practices:

- Competency 1: Demonstrate ethical and professional behavior.
  - C1.GP.B Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

### Description

The purpose of this assignment is to reflect on and self-assess your mastery of a variety of skills necessary for professional social workers, and for instructors to evaluate your performance of those skills during residency. The skills rating form you will use is a duplicate of the pre-course skills rating form. Using the same rating form to self-assess at the end of the course will allow you to view the progress you feel you have made during the quarter.

### Instructions

Complete the [Post-Course Micro Skills Rating Form and Evaluation](#). Once you have completed your post-course assessment, submit it to the assignment area of the courseroom. Your instructor will then be able to grade your performance.

Submit your assignment by 11:59 p.m. Central Time on Friday.

### Competencies Measured

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- **Competency 2:** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (C2.GP.C)
  - Completes Post-Course Micro Skills Rating Form and Evaluation self-assessment demonstrating level of diversity skills, ethical and professional behavioral skills, technology skills, critical thinking skills, leadership behaviors, advocacy, theory integration, engagement skills, intervention skills, evaluation skills, and communication skills. (C1; C2; C3; C4; C5; C6; C7; C8; C9)

## u10a3 - Week 10 Synchronous Session Attendance

Your faculty instructor will be giving you credit for your attendance at weekly synchronous sessions. In order to create a scoring opportunity so your instructor can complete this task, you must access this assignment and enter the sentence, "I attended (or did not attend) this week's synchronous session" in the assignment submission text box in the courseroom, and then submit it.

Be sure to complete this step by 11:59 p.m. Central time on Wednesday; otherwise your instructor will not be able to give you credit for attendance.

In this Week 10 assignment, your instructor will determine if you attended 8 out of the 10 synchronous sessions for the course. If you did not, you will not pass the course.