

HUS 3030

Documentation and Recording

Syllabus

Shorter University

Instructor Information

See link in Canvas.

Course Information

- Course: HUS 3030 Documentation and Recording
- Section:
- Course Number: HUS
- Credit Hours: three credits
- Prerequisites: None

Course Description:

This course introduces students to writing and documentation in the field of human services and Social Work-. Students will gain insight on how to write academically while becoming more independent and confident in their writing skills.

Required Texts:

1. Publication Manual of the American Psychological Association 7th Edition
ISBN -978-1-4338-3215-4

2. Kirst-Ashman and Hull, Jr., *Empowerment Series: Understanding Generalist Practice*, 8th Edition

ISBN-10: 1-305-96686-4

ISBN-13: 978-1-305-96686-4

Student Outcomes:

Upon completion of this course, you will be able to

- Think critically and reason analytically
- Understand writing in APA format
- Understand importance of documentation and recording
- Understanding the ethics of documentation
- Confidentiality in documentation and recording
- Reflective listening
- Write and speak clearly and effectively
- Use reading to improve writing by drawing ideas and information from written texts
- Use texts to understand own and others' experiences
- Write at greater length more easily, more quickly, and more usefully
- Craft more effective and polished sentences and paragraphs
- Gain a greater awareness of the present through an understanding of other cultures and times
- Understand and appreciate moral values and ethical choices
- Use effective planning, invention, revision, and editing to complete successful documentation and recording

Resources: Video Links:

Client System Assessment Tools for Social Work Practice

<https://www.nacsw.org/Convention/WengerClemonsJClientFINAL.pdf>

Kirst-Ashman's Planned Change Process Series of Videos

<https://www.youtube.com/playlist?list=PL035FFC4493D1687E>

Introduction to Social Work Video

<https://www.youtube.com/watch?v=jXRB1V5eVw>

Social Work: Initial Session Role Play Video

<https://www.youtube.com/watch?v=bpQ0mZTWSBo>

Richa Sachdev- First Client Intake Assessment Interview Video

<https://www.youtube.com/watch?v=kaF5ADxgBgg>

Social Work Initial Assessment With a Client

<https://www.youtube.com/watch?v=q7GhGC1ZBP4>

Social Work Practice with Individuals: Assessment Prezzi Slideshow

<https://prezi.com/tbh0ntfepbx-/social-work-practice-with-individuals-assessment/>

Module 4: Screening for Alcohol Problems in Social Work Settings

<http://pubs.niaaa.nih.gov/publications/Social/Module4Screening/Module4.html>

Family Assessment Form

<http://familyassessmentform.com/>

Social Media: The Ultimate Project Planning Tool

<https://www.youtube.com/watch?v=jy18tDF1KMI>

National Women's Law Center

<https://nwlc.org/>

U.S. Department of Health and Human Services

<https://www.hhs.gov/>

National Human Services

<https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals>

National Association of Social Workers

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Child Welfare Information Gateway: Family Preservation Services

<https://www.childwelfare.gov/topics/supporting/preservation/>

Doing Family Therapy as a New Social Worker: The Do's and Don'ts

<http://www.socialworker.com/feature-articles/practice/doing-family-therapy-as-a-new-social-worker-dos-and-donts/>

Social Work Ethical Dilemmas Overview

<https://www.youtube.com/watch?v=xnLvGuHv9zk>

Cultural Competence: Managing Your Prejudices

https://www.youtube.com/watch?v=E1MI_h0Hlcw

How Social Workers Help in Cases of Domestic Violence

<http://www.helpstartshere.org/kids-and-families/family-safety/how-social-workers-help-in-cases-of-domestic-violence.html>

Using Digital Self-Advocacy to Empower Social Work Populations

<http://www.socialworker.com/feature-articles/technology-articles/using-digital-self-advocacy-to-empower-social-work-populatio/>

Life as a Case Manager for Child Welfare

<https://www.youtube.com/watch?v=2ESbVccQQuk>

Communication and Record Keeping in Adult Social Care

<https://www.youtube.com/watch?v=gqIgT3s7iuM>

Technology:

- You must have regular access to a computer and an Internet connection to participate in this course. All coursework is conducted online, and no in-person meetings will be held.
- Shorter University uses Canvas as its online Learning Management System (LMS). An LMS provides students and faculty with an Internet-based learning environment that is both secure and easy to use. All course materials will be provided through Canvas, and all assignments will be submitted through the



software, as well. When a student is enrolled in a course, they will automatically be enrolled in the course module in Canvas.

- Students can log in to Canvas using their normal SCHOLAR ID and password.
- Students should always email their instructors from their Shorter University Hawkmail account. Emails can be initiated from an email program or from Canvas itself.
- Assignments may be distributed in proprietary file formats, such as PDF or Microsoft Word. Students will be expected to have the necessary software to open and interact with these files.

Grading Criteria

Discussion Forums 8 discussion questions x 25 points (at least 100 words)	200 points
Respond to the discussion post of at least 2 classmates for each discussion question; 16 responses x 10 points each (at least 50 words)	160 points
Graded Assignment – Academic Ethics	70 points
Graded Assignment 6 graded assignments x 40	240 points
Final Project: PowerPoint Presentation Recording	100 points
Test I: Midterm Exam (Chapters 1-8)	150 points
Test II: Final Exam (Chapters 9-16)	150 points
Total for the course	1070 points

Grade Scales	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Course Assessments and Policies:

Discussion Forum Participation

In a traditional classroom, each student would be expected to attend class regularly and interact with the professor and with the other students. The online classroom is no different. The discussion forum allows us to reflect on each week's material individually, but more importantly,



it also allows us to discuss the material with one another and learn as a community. Each week's discussion forum will have a topic which will either require you to respond to a reading or critically engage with an issue.

To allow for the best discussions, follow this schedule:

Suggested

- On the third day (Wednesday) of the week, initial responses to the topic will be due.
- By the sixth day (Saturday) of the week, you will have read several peers' posts and responded to at least two. All posts and responses will be due by 11:59 p.m. on the due date.

Exams

There will be two, 2-hour multiple-choice exams each. Exams are individual assignments and are due week 4 and week 8. No make-up exams will be given once the exam is completed.

Written Assignments

Shorter University emphasizes the importance of employing proper grammar, composition, and writing style across the curriculum. All papers should demonstrate appropriate writing skills, critical thinking and adherence to the current edition of APA formatting guidelines and mechanics. Each assignment must be submitted during the week assigned with a minimum of 1,000 words to a maximum of 1500 words.

Participation Policy

Participation is required to complete this course successfully. Please note that participation is measured by completing the discussion forums each week by the specified due dates, in conjunction with all assignments and tests.

Late Work

All work is expected to be submitted on-time. Assignments and projects are important elements that enhance course content; therefore, any missed assignments or projects due to student absence will receive a zero after day three of the assignment due date. There will be a five (5) point deduction per day. ****There will be no make-up work.****

** Any student that has a verifiable emergency and is unable to meet coursework requirements to include in-class assignments will be granted make-up assignment dates per the instructor. Please note: Verifiable emergencies include but are not limited to the following: medical, funeral, jury duty, or other emergency notice.

Course Schedule

Week	Weekly Reading and Lesson Objectives	Weekly Discussions/Assignments and Due Dates
1	<p>Please read Chapter's 1 & 2</p> <p>Lesson Objectives LO 1-1 Employ a unique approach to helping in the field of social work. LO 1-2 Define the process of generalist practice by describing its inherent concepts. LO 1-3 Acquire and apply an eclectic knowledge base to practice. LO 1-4 Apply the systems theory theoretical framework to practice. LO 1-5 Apply the ecological theoretical framework to practice. LO 1-6 Acquire professional values and apply professional ethics to practice. LO 1-7 Recognize a wide range of practice skills to work with individuals, families, groups organizations, and communities. LO 1-8 Emphasize principles involving values that underlie generalist practice. LO 1-9 Appreciate and stress the importance of human diversity. LO 1-10 Advocate for human rights, and pursue social, economic, and environmental justice. LO 1-11 Demonstrate a wide range of professional roles. LO 1-12 Define critical thinking skills and apply them to practice. LO 1-13 Incorporate research-informed practice. LO 1-14 Follow a planned change process. LO 1-15 Employ the Generalist Intervention Model (GIM), which uses a seven-step planned change focus. LO 2-1 Use interviewing skills with individuals in the planned change process (to engage, assess, intervene, and evaluate). LO 2-2 Demonstrate effective nonverbal</p>	<p>Discussion Question 1: The system that social workers need to change or influence in order to accomplish their goals is called the target system. Give an example of a target system from a micro level, mezzo level, and macro level system. Describe a change that might require an intervention at all three levels.</p> <p>Initial post due day 3 by 11:59 p.m.</p> <p>Response to 2 classmates due day 6 by 11:59 pm Initial post should be 300 words and responses should be 100 words per response, inclusive of in-text citations and References.</p> <p>Week 1 Graded Assignment – Write a 1-2 page APA paper. Complete the following assignment (This should be in APA 7th ed. format and include at least one scholarly reference within the last 5 years. Be sure to include a cover and reference page(s) and submit via Canvas). Do not add an abstract for this assignment and do not copy and paste the instructions in this assignment or into the body of your paper.</p> <p>Empowerment is an important concept in generalist practice. It is defined as the process of increasing personal, interpersonal, or political power so that individuals can take action to improve their life situations. How have you been empowered in your own life? In what ways have you empowered someone else?</p> <p>Due day 7 by 11:59p.m.</p>

	<p>behavior when working with clients.</p> <p>LO 2-3 Use empathy and other interpersonal skills when working with clients.</p> <p>LO 2-4 Maintain a commitment to client self-determination and empowerment.</p> <p>LO 2-5 Prepare for action with individuals and families by effectively starting the interview.</p> <p>LO 2-6 Demonstrate effective oral communication while conducting the interview.</p> <p>LO 2-7 Enhance cultural competence through the use of ethnographic interviewing.</p> <p>LO 2-8 Stress clients' strengths.</p> <p>LO 2-9 Apply critical thinking to address challenges in interviewing.</p> <p>LO 2-10 Develop cross-cultural awareness in interviewing.</p> <p>LO 2-11 Address spirituality as an aspect of diversity.</p> <p>LO 2-12 Terminate the interview.</p> <p>LO 2-13 Employ multiple roles when working with clients.</p>	
2	<p>Please read Chapter's 3 & 4</p> <p>Learning Objectives</p> <p>LO 3-1 Articulate the benefits and functions of treatment and task groups.</p> <p>LO 3-2 Attend to professional roles in groups.</p> <p>LO 3-3 Utilize theoretical frameworks in group assessment, intervention, and evaluation.</p> <p>LO 3-4 Select appropriate problem-solving and decision-making approaches with groups.</p> <p>LO 3-5 Use empathy and other interpersonal skills with groups.</p> <p>LO 4-1 Utilize a theoretical framework for an organizational context of practice.</p> <p>LO 4-2 Analyze, formulate, and advocate</p>	<p>Discussion Question 2: Consider the use of confrontation to influence decision makers. When might you choose to use confrontation to create change instead of using persuasion or education? Discuss the pros and cons of using confrontation as a tool.</p> <p>Initial post due day 3 by 11:59 p.m.</p> <p>Response to 2 classmates due day 6 by 11:59 pm Initial post should be 300 words and responses should be 100 words per response, inclusive of in-text citations and References.</p> <p>Week 2 Graded Assignment – Write a 1-2 page APA paper. Complete the following assignment (This should be in APA 7th ed. format and include at least one scholarly reference within the last 5 years. Be sure to include a cover and reference page(s) and</p>

	<p>for interventions, including policy/planning, capacity development, and social advocacy.</p> <p>LO 4-3 Use empathy, interpersonal skills, and group skills in macro practice.</p> <p>LO 4-4 Utilize effective macro-practice skills, including evaluating results, fund-raising, budgeting, negotiating, mediating, influencing decision makers, needs assessment, planning, and working with coalitions.</p> <p>LO 4-5 Engage in professional roles, including initiator, negotiator, advocate, spokesperson, organizer, mediator, and consultant.</p>	<p>submit via Canvas). Do not add an abstract for this assignment and do not copy and paste the instructions in this assignment or into the body of your paper.</p> <p>Committees are groups responsible for dealing with specific tasks or matters. Using your own personal or work experience, describe the goals of a committee in which you participated. How were ideas generated in this committee?</p> <p>Due day 7 by 11:55p.m.</p>
3	<p>Please read Chapter's 5 & 6</p> <p>Learning Objectives</p> <p>LO 5-1 Employ activities and skills needed for engagement with various-size systems.</p> <p>LO 5-2 Assess goals prior to intervention.</p> <p>LO 5-3 Use behaviors such as defining and describing problems.</p> <p>LO 5-4 Assess client strengths and limitations.</p> <p>LO 5-5 Utilize micro-assessment tools such as the <i>Diagnostic and Statistical Manual on Mental Disorders, Fifth Edition (DSM-5)</i>, the Rathus Assertiveness Schedule, and an alcoholism test.</p> <p>LO 5-6 Decide how to work with families following assessment.</p> <p>LO 5-7 Effectively use home visits as an assessment mechanism.</p> <p>LO 5-8 Assess both task and treatment groups.</p> <p>LO 5-9 Use assessment tools to determine community and neighborhood needs.</p> <p>LO 6-1 Utilize an eight-step planning process in generalist practice integrating micro, mezzo, and macro approaches.</p> <p>LO 6-2 Establish goals and objectives.</p> <p>LO 6-3 Use contracts/service agreements as part of the planning process.</p>	<p>Discussion Question 3: Why is it important to include clients in the setting of goals during the planning process? What factors might prevent social workers from including their clients in the planning process?</p> <p>Initial post due day 3 by 11:59 p.m.</p> <p>Response to 2 classmates due day 6 by 11:59 pm</p> <p>Initial post should be 300 words and responses should be 100 words per response, inclusive of in-text citations and References.</p> <p>Week 3 Graded Assignment – Write a 1-2 page APA paper. Complete the following assignment (This should be in APA 7th ed. format and include at least one scholarly reference within the last 5 years. Be sure to include a cover and reference page(s) and submit via Canvas). Do not add an abstract for this assignment and do not copy and paste the instructions in this assignment or into the body of your paper.</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (<i>p. 197</i>): Theoretical frameworks are important when assessing the family within its environment</p>

	<p>LO 6-4 Engage in planning in mezzo practice.</p> <p>LO 6-5 Engage in planning in macro practice.</p>	<p>Brief description: Identify problems in the engagement phase of a case example.</p> <p>B. Objectives: You will be able to:</p> <ol style="list-style-type: none"> 1. Identify social worker errors in the engagement phase. 2. Describe appropriate worker actions in the engagement phase. <p>C. Procedure: Read the brief vignette below. Identify at least five errors or problems on the part of the worker. Explain what the worker should have done to conduct an effective engagement.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Vignette</p> <p>“Hi, Mary. I’m Derrick, your social worker here at the homeless shelter. I bet you really could use a shower and a meal.” With those opening statements, Derrick Broder greeted Mary Livingston, a woman who had just sought shelter for herself and her child.</p> <p>“As you probably know, we don’t charge too much here and you’ll be glad you came to the shelter. We help lots of people with your problems.”</p> <p>“Well, I don’t know,” said Mary. “I don’t have much money.”</p> <p>“Don’t worry about a thing, Mary. Now let’s get you and your little boy a bed and a meal. In the morning, I’ll have my colleague, Monica, meet with you to discuss ways you can improve your child-rearing skills, too. You’ll like her.”</p> </div> <p>Due day 7 by 11:59p.m.</p>
4	<p>Please read Chapter’s 7 & 8 Learning Objectives</p> <p>LO 7-1 Recognize child maltreatment</p> <p>LO 7-2 Examine Child Protective Services</p> <p>LO 7-3 Apply the Generalist Intervention Model to practice in Child Protective Services</p>	<p>Discussion Question 4: Social workers are often called upon to work with immigrants, so it is important to understand the issues involved. What is the difference between an immigrant and a refugee? What are some of the unique difficulties that immigrants face? Please watch the following video to increase your</p>

	<p>LO 7-4 Examine and implement crisis intervention</p> <p>LO 7-5 Provide disaster relief and trauma counseling</p> <p>LO 7-6 Work with and empower older adults</p> <p>LO 7-7 Employ generalist practice in empowering immigrants</p> <p>LO 7-8 Address alcohol and other substance abuse</p> <p>LO 8-1 Identify and use appropriate methods for evaluating practice.</p> <p>LO 8-2 Critically analyze concepts important to evaluation of practice.</p> <p>LO 8-3 Identify commonly used methods for program evaluation.</p> <p>LO 8-4 Anticipate and deal with common practice evaluation problems.</p> <p>LO 8-5 Facilitate transitions and endings (termination) for clients.</p> <p>LO 8-6 Practice personal reflection and self-correction regarding termination.</p> <p>LO 8-7 Help clients resolve problems concerning termination.</p> <p>LO 8-8 Select appropriate termination strategies for client systems.</p> <p>LO 8-9 Implement prevention interventions to ensure maintenance of change.</p> <p>LO 8-10 Engage in follow-up activities with client systems.</p>	<p>understanding of the process working with clients and understanding the importance of being culturally competent.</p> <p>U.S. Department of Health and Human Services https://www.hhs.gov/</p> <p>Initial post due day 3 by 11:59 p.m.</p> <p>Response to 2 classmates due day 6 by 11:59 pm Initial post should be 300 words and responses should be 100 words per response, inclusive of in-text citations and References.</p> <p>Week 4 Graded Academic Ethics Assignment – Write a 2-3 page APA paper. Complete the following assignment (This should be in APA 7th ed. format and include at least three scholarly references within the last 5 years. Be sure to include a cover and reference page(s) and submit via Canvas). Please add an abstract for this assignment and do not copy and paste the instructions in this assignment or into the body of your paper. An APA abstract should be approximately 150-250 words inclusive of your Keywords.</p> <p>Use supervision and consultation to guide professional judgment and ethical behavior: If a human service professional is struggling with his or her own reaction to termination, it is appropriate to seek consultation or supervision to assist in resolving these issues.</p> <p>Please read the following vignette to provide an ethical outcome using the following codes of ethics. Please include 1-2 in-text citation(s) from either code of ethics: https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>Jan has been your client for three months. During</p>
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		<p>that time, you have offered her several resources, but Jan has either refused, stating that she has a schedule conflict or did not feel she needed the services. In addition to not accepting your recommendations, every week, you learn something new about Jan and her current situation. This week Jan expressed that she has been having a terrible week and she also accused you of not doing your job as a human service professional. Jan further expressed that she no longer wants to work with you and request a new human services professional. Her accusations are offensive to you. How do you respond ethically? Provide a mini discussion between you and your supervisor regarding this issue.</p> <p>Due day 7 by 11:59p.m.</p> <p>Midterm Exam Due</p>
5	<p>Please read Chapter's 9 & 10</p> <p>Learning Objectives</p> <p>LO 9-1 Assess families by using the Generalist Intervention Model (GIM). LO 9-2 Examine communication in families. LO 9-3 Appraise family structure. LO 9-4 Analyze family life-cycle adjustments. LO 9-5 Appraise impacts of the impinging social environment. LO 9-6 Analyze common family conflicts and problems. LO 9-7 Examine variations in family configuration. LO 9-8 Demonstrate cultural competency in family assessment.</p> <p>LO 10-1 Use generalists practice skills with families. LO 10-2 Assess and emphasize family strengths. LO 10-3 Engage, assess, and plan with families.</p>	<p>Discussion Question 5: Consider the role of problem-solving techniques in family services. How do social workers teach problem-solving techniques to families? What are some critical pieces that have to be in place before a family can benefit from learning problem-solving techniques?</p> <p>Initial post due day 3 by 11:59 p.m.</p> <p>Response to 2 classmates due day 6 by 11:59 pm</p> <p>Initial post should be 300 words and responses should be 100 words per response, inclusive of in-text citations and References.</p> <p>Week 5 Graded Assignment – Write a 1-2 page APA paper. Complete the following assignment (This should be in APA 7th ed. format and include at least one scholarly reference within the last 5 years. Be sure to include a cover and reference page(s) and submit via Canvas). Do not add an abstract for this assignment and do not copy and paste the instructions in this assignment or into the body of</p>

	<p>LO 10-4 Employ various approaches to implementing family intervention.</p> <p>LO 10-5 Evaluate, terminate, and follow up with families.</p> <p>LO 10-6 Address family issues and provide relevant services.</p> <p>LO 10-7 Enhance cultural competency in working with families.</p> <p>LO 10-8 Explore the current status of family services.</p> <p>LO 10-9 Engage in macro practice with families.</p>	<p>your paper.</p> <div data-bbox="987 373 1537 1875" style="border: 1px solid black; padding: 10px;"> <p><i>Fred's Hidden Agenda</i></p> <p>Fred has very high expectations for himself concerning being a good provider and husband. He gets very threatened both when Ethel criticizes him and when he feels that he's losing control of his marriage.</p> <p>Fred's also afraid that Ethel's secretly drinking too much. Sometimes he smells liquor on her breath. Sometimes he finds her passed out. He's also found empty liquor bottles in the garbage. He hasn't said anything about this to her. He's afraid to confront her with it because he thinks it will move them closer to a divorce.</p> <p>At this point, Fred doesn't know what to do, so he has withdrawn from Ethel. He tries to be pleasant to her but really doesn't talk to her very much. Sometimes to avoid her he goes out for a beer after work with his male friends at the factory.</p> <p><i>Ethel's Hidden Agenda</i></p> <p>Ethel is a very insecure person with a fairly poor self-concept. She is an expert on what is wrong with herself and sometimes wonders what Fred really sees in her. Her weight also bothers her. Sometimes she just can't stand it anymore and withdraws into drinking. She knows this is wrong and feels very guilty about it. She's drinking just about every day now. She doesn't want Fred to find out and doesn't want to talk about it.</p> <p>Ethel's really afraid that Fred is turning to other women. There are several attractive women at the donut factory that she's met at parties and that</p> </div>
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6	<p>Please read Chapter's 11 & 12</p> <p>Learning Objectives LO 11-1 Examine and apply the National Association of Social Workers (NASW) <i>Code of Ethics</i>. LO 11-2 Recognize the Canadian Association of Social Workers (CASW) <i>Code of Ethics</i>. LO 11-3 Examine international ethical principles. LO 11-4 Identify ethical dilemmas. LO 11-5 Conceptualize and apply a decision-making strategy to address ethical dilemmas. LO 11-6 Rank ethical principles. LO 11-7 Discuss and resolve ethical dilemmas in generalist practice contexts. LO 11-8 Demonstrate ethical communication on the Internet. LO 11-9 Examine self-determination and people with disabilities: An empowerment approach.</p>	<p>Discussion Question 6: Discuss the idea that a lack of cultural sensitivity in social work perpetuates racism. What is ethnocentrism and how can it lead to the oppression or disregard of others?</p> <p>Initial post due day 3 by 11:59 p.m.</p> <p>Response to 2 classmates due day 6 by 11:59 pm Initial post should be 300 words and responses should be 100 words per response, inclusive of in-text citations and References.</p> <p>Week 6 Graded Assignment – Write a 1-2 page APA paper. Complete the following assignment (This should be in APA 7th ed. format and include at least one scholarly reference within the last 5 years. Be sure to include a cover and reference page(s) and submit via Canvas). Do not add an abstract for this assignment and do not copy and paste the instructions in this assignment or into the body of your paper.</p>

	<p>LO 11-10 Appraise personal and professional values.</p> <p>LO 12-1 Recognize how cultural structures and values may oppress, alienate, or produce privilege/power.</p> <p>LO 12-2 Enhance self-awareness to eliminate personal biases/values in work with diverse groups.</p> <p>LO 12-3 Demonstrate understanding of how differences shape life experiences.</p> <p>LO 12-4 View themselves as learners and clients as teachers regarding cultural and other differences.</p>	<p>Describe an ethical dilemma that you have either observed or with which you were directly involved. How was this dilemma resolved? Did you play a part in its resolution? If so, how?</p> <p>Due day 7 by 11:59p.m.</p>
7	<p>Please read Chapter's 13 & 14</p> <p>Learning Objectives</p> <p>LO 13-1 Develop self-awareness about gender sensitivity.</p> <p>LO 13-2 Work with women using the Generalist Intervention Model.</p> <p>LO 13-3 Examine feminist perspectives on generalist practice.</p> <p>LO 13-4 Empower women as individuals.</p> <p>LO 13-5 Provide assistance to women as survivors of sexual assault.</p> <p>LO 13-6 Intervene with battered women.</p> <p>LO 13-7 Examine the feminization of poverty.</p> <p>LO 14-1 Advocate for clients in the context of generalist practice.</p> <p>LO 14-2 Implement the professional role of advocate.</p> <p>LO 14-3 Utilize theoretical frameworks related to advocacy.</p> <p>LO 14-4 Employ specific knowledge and skills in advocacy.</p> <p>LO 14-5 Engage in legislative advocacy to advance social and economic justice</p>	<p>Discussion Question 7: What is the difference between case advocacy and cause advocacy? Provide an example of each. What skills must a social worker have to engage in each type of advocacy?</p> <p>Initial post due day 3 by 11:59 p.m.</p> <p>Response to 2 classmates due day 6 by 11:59 pm</p> <p>Initial post should be 300 words and responses should be 100 words per response, inclusive of in-text citations and References.</p> <p>Week 7 Graded Assignment – Write a 1-2 page APA paper. Complete the following assignment (This should be in APA 7th ed. format and include at least one scholarly reference within the last 5 years. Be sure to include a cover and reference page(s) and submit via Canvas). Do not add an abstract for this assignment and do not copy and paste the instructions in this assignment or into the body of your paper.</p> <p>Battering is a catch-all term that includes, but is not limited to, slapping, punching, knocking down, choking, kicking, hitting with objects, threatening with weapons, stabbing, and shooting. The battered woman syndrome implies the systematic and repeated use of one or more of these practices against a woman by her husband or</p>

		<p>partner. Drawing on your knowledge and experience, what is one myth that you think is perpetuated about battered women and why?</p> <p>How Social Workers Help in Cases of Domestic Violence http://www.helpstartshere.org/kids-and-families/family-safety/how-social-workers-help-in-cases-of-domestic-violence.html</p> <p>Due day 7 by 11:59p.m.</p>
8	<p>Please read Chapter's 15 & 16</p> <p>Learning Objectives LO 15-1 Employ the professional role of broker. LO 15-2 Employ the professional role of case manager. LO 15-3 Engage in practices that advance social, economic, and environmental justice. LO 15-4 Use evaluation evidence to inform practice.</p> <p>LO 16-1 Recognize the significance of recording in social work. LO 16-2 Identify content contained in records. LO 16-3 Employ a range of recording formats. LO 16-4 Attend to technological advances in record keeping. LO 16-5 Strive for confidentiality in electronic record keeping. LO 16-6 Employ good writing skills in recording. LO 16-7 Examine privacy principles with respect to recording.</p>	<p>Discussion Question 8: What are the advantages and disadvantages associated with problem-oriented recording? How could you use problem-oriented recording from a strengths-based perspective? Provide an example</p> <p>Initial post due day 1 by 11:59 p.m.</p> <p>Response to 2 classmates due day 5 by 11:59 pm Initial post should be 300 words and responses should be 100 words per response, inclusive of in-text citations and References.</p> <p>Week 8 Final PowerPoint Presentation Recording – Prepare a PowerPoint Presentation focused on recording and documentation. Writing and recording skills are extremely important for social work practitioners and human service professionals on a daily basis. Please choose a family member or friend to be a client in your role-play recording.</p> <p>(This should be in APA 7th ed. format and include at least one scholarly reference within the last 5 years. Be sure to include a title and reference slide(s) and submit via Canvas). Do not copy and paste the instructions in this PowerPoint.</p> <p>*PowerPoint role-plays Presentation Recording (no more than 8-10 minutes and no more than 9 slides) on a human services client interaction during the in-take process.</p>

		<p>Slide 1- Title Slide Slide 2 – Insert video Slide 3 – Setting Slide 4 – Initial Experience Slide 5 – Impact Slide 6 - What is the importance of documentation? Slide 7 – What would I do differently? Slide 8 – Conclusion Slide 9 - References</p> <p>Due day 5 by 11:59p.m.</p> <p>Final Exam Due</p>

Policies and Procedures

Netiquette:

Netiquette is a set of rules for how to communicate effectively and politely online. Effective written communications are an important part of online learning. In a face to face class, body language along with verbal responses and questions help students and the instructor communicate with each other. In an online environment, however, misunderstandings can easily occur when basic rules of Netiquette (online etiquette) are not followed, such as using texting abbreviations or USING ALL CAPITAL LETTERS IN WRITTEN COMMUNICATIONS. Therefore, please use the following guidelines when communicating in this course:

- Using ALL capital letters in online communication indicates you are yelling. Limited use of capitalized words is acceptable when emphasis is needed. Underscoring and italics can also be used for emphasis.
- Use a descriptive subject line in emails and forum postings.
- Include your name in all emails; we cannot always tell who you are based on your email address.
- No derogatory comments, ranting or vulgar language is acceptable in any form of communication in the course. Respect for others and their views is expected.
- Please keep in mind that something considered offensive may be unintentional. If you are concerned about something that appears to be unacceptable, please inform the instructor via email.



Class Attendance

Online courses are typically delivered asynchronously, meaning that there are no fixed times when students need to be online. While there is no standard attendance policy for online classes, students are expected to log-in to class several times each week to check for updates and to communicate with the professor and/or with other students. There will also typically be deadlines for the completion of assignments, and there may be requirements that the student participate each week in online chats or forum discussions. In some cases there may be a requirement for the student to log-in at a particular time during the week to participate in a group chat or discussion. As with any traditional course, a student cannot skip several weeks of online classes and expect to succeed!

No Show Policy

Students who fail to complete the mandatory introduction forum within the first 9 class days from the start of the session will be automatically dropped from the class. PLEASE NOTE: Students must login as well as complete mandatory introduction forum within this 9 day period. Simply logging into a course will still constitute as a NO SHOW for the course if the mandatory introduction forum within the actual online course platform is not completed within the first 9 class days from the start of the session.

Students who do login and complete the mandatory introduction forum within the first 9 days from the start of the session, but who then stop participating in their online class will NOT be automatically withdrawn from the class. To withdraw from the class the student must send an e-mail to their advisor and his or her instructor from his or her Shorter e-mail account requesting to withdraw. The withdrawal will be effective from the date of the e-mail request. An automatic F will be given if a student is not properly withdrawn.

Academic Integrity Policy

A Community of Honor

As a liberal arts university committed to the Christian faith, Shorter University seeks to develop ethical men and women of disciplined, creative minds and lives that focus on leadership, service and learning. The Honor System of Shorter University is designed to provide an academic community of trust in which students can enjoy the opportunity to grow both intellectually and personally. For these purposes, the following rules and guidelines will be applied.

Academic Dishonesty

"Academic Dishonesty" is the transfer, receipt, or use of academic information, or the attempted transfer, receipt, or use of academic information in a manner not authorized by the instructor or by university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or encouraging another to commit academic dishonesty.

"Cheating" is defined as wrongfully giving, taking, or presenting any information or material borrowed from another source -including the Internet by a student with the intent of aiding himself or another on academic work. This includes, but is not limited to a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.

"Plagiarism" is the taking or attempted taking of an idea, a writing, a graphic, musical composition, art or datum of another without giving proper credit and presenting or attempting to present it as one's own. It is also taking written materials of one's own that have been used for a previous course assignment and using it without reference to it in its original form. Plagiarism and/or falsification are serious matters and may result in the student being required to revise and resubmit the assignment, receiving a grade of F for the assignment, or receiving a failing grade for the course.

Students are encouraged to ask their instructor(s) for clarification regarding their academic dishonesty standards. Instructors are encouraged to include academic dishonesty/integrity standards on their course syllabi.

Procedure

- A. It is the responsibility of an instructor to certify that academic assignments are independently mastered sufficiently to merit course credit. The responsibility of the student is to master academic assignments independently, refrain from acts of academic dishonesty, and refuse to aid or tolerate the academic dishonesty of others.
- B. If an instructor determines that the student is guilty of academic dishonesty, the instructor must discuss the matter with the student. In the event the instructor cannot reach the student in a timely manner, such as when the student has gone home at the end of a semester, the instructor may assign a grade of "I" (Incomplete) until the student can be contacted and the matter of academic dishonesty discussed. The instructor then completes the "Academic Violation Form" (see Appendix A) which should include evidence and other necessary documentation. The instructor will determine the appropriate remedy: either to assign a grade of zero on that assignment in question or a grade of "F" in the course. The student will designate whether he/she accepts the remedy for the violation of the dishonesty policy or wishes to appeal the instructor's decision. If a student elects to appeal, the "appeal due date" line must be completed on the Academic Violation Form. (See the Appeals section below for more information regarding the appeals process).
- C. Upon completion, the instructor forwards the Academic Violation Form to the Registrar's for the placement in the student's permanent record. The Registrar will forward copies of the Academic Violation Form to the student, the faculty member, department chair, academic dean, dean of students, provost, and president. Not appealing when the form is



first completed or by the appeal due date will be taken as an admission of guilt, except under compelling circumstances to be determined at the sole discretion of the provost.

- D. If upon receipt of the Academic Violation Form the Registrar determines that the student is guilty of a second offense, then a grade of FD (Failure Due to Academic Dishonesty) will be assigned by the Registrar for the course regardless of the remedy specified on the Academic Violation Form. Assigning the FD is to be done by the Registrar when the second Academic Violation Form is placed in the student's record, and the Registrar will notify all parties in writing. The student is then permanently disbarred from membership in any honorary society and is permanently ineligible for any SU honor list. The student may petition the Academic Integrity Appeals Committee to have the dishonesty notation removed from the transcript after one year or upon graduating from the University if no additional dishonesty offenses occur and the student satisfactorily completes the Academic Integrity Program. The grade of F remains on the transcript. Upon receipt by the Registrar of a third offense, the Registrar will assign the grade of FD and then notify all parties. After all appeals are exhausted, if the third offense still stands, then the student will be permanently expelled from the University. The notice of expulsion will be forwarded to the student, department chair, appropriate academic dean, dean of students, provost, and president. A copy of the final report with the three offenses will become a part of the student's permanent record. The university reserves the right to expel the student after a first or second offense, depending on the circumstances and at the sole discretion of the provost.