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2020

Social Work with Individuals

North Carolina Agricultural and Technical State University

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COURSE SYLLABUS

College Name: College of Health & Human Sciences
Department Name: Department of Sociology and Social Work
Course Name: Social Work with Individuals

COURSE INFORMATION

- Course Number/Section: SOWK 622
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.

If there's a graduate teaching assistant assigned to work with this course, please include their names also.

STUDENT HOURS

These are times students may visit the professor without an appointment to request the assistance they need.

NOTE: Students are responsible for reading, understanding, and following the syllabus.

: AM / PM – : AM / PM

Monday Tuesday Wednesday Thursday Friday

COURSE PREREQUISITES

COURSE DESCRIPTION

In this course, students are introduced to the mission, philosophy, values, and ethics of the social work profession which will inform their practice with all client systems. The specific focus of this course is direct practice with individuals. Thus, students will learn competencies in interviewing and interpersonal helping skills; conducting psychosocial assessments; selecting appropriate intervention approaches based on client goals, problems, and strengths; and implementing those interventions.

Students will acquire beginning competency in the following intervention approaches: problem solving approach, cognitive-behavioral approach, solution-focused approach, and motivational interviewing. Students will also develop beginning competency in the evaluation of practice in relation to each practice theory they study. Throughout this course, students are challenged to use critical thinking and take into account their own affective reactions, especially when addressing ethical issues and working with clients whose background or characteristics may be different from their own. Effective oral and written communication and application of the CSWE competencies necessary for professional practice are stressed in this course.

This is one of the practice courses provided in the first year of the JMSW curriculum. This course, in combination with SOWK/SWK 623, Social Work with Groups, and SOWK/SWK 609, Family Theory and Intervention, provides the underlying direct practice theories that will inform students' practice during their generalist internship.

STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)

Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.

If the course is a General Education Course, the SLO should be listed and labeled as "General Education."

SLO 1: Demonstrate ethical and professional behavior.

SLO 2: Engage diversity and difference in practice.

SLO 3: Engage in practice-informed research and research-informed practice.

SLO 4: Engage with individuals, families, groups, organizations, and communities.

SLO 5: Assess individuals, families, groups, organizations, and communities.

SLO 6: Intervene with individuals, families, groups, organizations, and communities.

SLO 7: Evaluate practice with individuals, families, groups, organizations, and communities.

REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

REQUIRED TEXTS:

Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., Larsen, J. A., & Strom-Gottfried, K. (2016). *Direct social work practice: Theory and skills* (10th ed.). Pacific Grove, CA: Brooks/Cole.

REQUIRED MATERIALS:

SUGGESTED COURSE MATERIALS

SUGGESTED READINGS/TEXTS:

SUGGESTED MATERIALS:

GRADING POLICY

ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Discussion Boards	14	15%
Video Simulation Assignment	1	30
Written paper assignment	2	30
Skills Check assignment	10	25
Total	27	100%

COURSE POLICIES

USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

Note: Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

EXTRA CREDIT

LATE WORK

SPECIAL ASSIGNMENTS

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at accessibilityresources@ncat.edu. Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

Please note: Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted

by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

TECHNICAL SUPPORT

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES

If applicable:

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER

https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf

OTHER POLICIES (e.g., Copyright Guidelines, Confidentiality, etc.)

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

SEXUAL MISCONDUCT POLICY

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

<https://www.ncat.edu/registrar/ferpa.php>

STUDENT COMPLAINT PROCEDURES

<https://www.ncat.edu/current-students/student-complaint-form.php>

STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.*

THE WEEK OF (MM/DD/YY)	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Introduction: Unique Practices of Social Work	<p>ULO 1: Identify the roots of the social work profession. (SLO 1-7)</p> <p>ULO 2: Describe the profession's value base. (SLO 1-7)</p> <p>ULO 3: Identify their personal connection to the social work profession. (SLO 1-7)</p>	<ol style="list-style-type: none"> Read Textbook: Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2016). <i>Direct social work practice: Theory and skills</i> (10th ed.). Brooks Cole. <ol style="list-style-type: none"> Chapter 1 Read Textbook: Cooper, M. G., & Lesser, J. G. (2011). <i>Clinical social work practice: An integrated approach</i> (4th ed.). Allyn & Bacon <ol style="list-style-type: none"> Chapter 5 Complete: Discussion #1: Self Introduction (ULO 1-2)
	Unit 2: Ethical Foundations of Practice	<p>ULO 1: Identify ethical standards of practice and locate them in the NASW code of ethics. (SLO 1-7)</p> <p>ULO 2: Describe ethical dilemmas anticipated in practice. (SLO 1-7)</p> <p>ULO 3: Evaluate ethics scenarios and apply ethical decision-making. (SLO 1-7)</p>	<ol style="list-style-type: none"> Read Textbook: Williams, M. H., Branch, J. D., & Rawson, E. S. (2016). <i>Nutrition for health, fitness, & sport</i>. New York: McGraw-Hill Education. <ol style="list-style-type: none"> Chapter 2 and 4 Read: Reamer, F. (2005a). Ethical and legal standards in social work: Consistency and conflict. <i>Families in Society</i>, 86(2), 163–170 Read: Strom-Gottfried, K. (2000). Ensuring ethical practice: An examination of the NASW Code violations, 1986-97. <i>Social Work</i>, 45(3), 251–271 Complete: Assignment #1 (ULO 1-3) Complete: Discussion #2: Ethics (ULO 1-3)
	Unit 3: Helping Through Relationship	<p>ULO 1: Identify the three major human energy systems, their major energy sources as stored in the body, and various nutrients needed to sustain them. (SLO 1-7)</p> <p>ULO 2: List the components of resting</p>	<ol style="list-style-type: none"> Read Textbook: Williams, M. H., Branch, J. D., & Rawson, E. S. (2016). <i>Nutrition for health, fitness, & sport</i>. New York: McGraw-Hill Education. <ol style="list-style-type: none"> Chapter 3 Read : Teyber, E., & Teyber, F. (2017). <i>Interpersonal process in therapy: An integrative model</i> (7th ed.,

		<p>energy expenditure (REE), total daily energy expenditure (TDEE), and thermal effect of exercise (TEE). (SLO 1-7)</p> <p>ULO 3: Explain the relationship between exercise intensity and energy expenditure. (SLO 1-7)</p> <p>ULO 4: Describe the role of the three energy systems during exercise. (SLO 1-7)</p>	<p>student edition. ed.). Boston, MA: Cengage Learning.- Chapter 1&2</p> <p>3. Read : Probst, B. (2012). Diagnosing, diagnoses, and the DSM in clinical social work. <i>Families in Society: Journal of Contemporary Social Services</i>, 93(4)</p> <p>4. Read : Bodenheimer, D. (2016). Real word clinical social work blog: The chicken, the egg, and the DSM. <i>The New Social Worker Magazine</i>. Retrieved from The New Social Worker.</p> <p>5. Complete: Assignment #2 (ULO 1-4)</p> <p>6. Complete: Discussion #3 (ULO 1-4)</p>
	Unit 4: Therapeutic Communication	<p>ULO 1: Demonstrate therapeutic communication . (SLO 1-7)</p> <p>ULO 2: Use verbal skills to follow, explore, and focus (SLO 1-7)</p> <p>ULO 3: Demonstrate self-awareness and identify counterproductive communication. (SLO 1-7)</p>	<p>1. Read Textbook: Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2016). <i>Direct social work practice: Theory and skills</i> (10th ed.). Brooks Cole.</p> <p>a. Chapter 5 and 6</p> <p>2. Read: Greene, G. J., Lee, M. Y., & Hoffpauir, S. (2005). The languages of empowerment and strengths in clinical social work: A constructivist perspective. <i>Families in Society</i>, 86(2), 267-278.</p> <p>3. Complete: Skill Check Assignment #3: Role Play 1 (ULO 1-3)</p> <p>4. Complete: Discussion #4: Therapeutic Communication (ULO 1-3)</p>
	Unit 5: Clinical SWK on the Sidewalk	<p>ULO 1: Recognize various settings of social work practice. (SLO 1-7)</p> <p>ULO 2: Describe a variety of skills needed for different practice settings (SLO 1-7)</p> <p>ULO 3: Articulate the importance of different settings for multicultural practice. (SLO 1-7)</p>	<p>1. Read Textbook: Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2016). <i>Direct social work practice: Theory and skills</i> (10th ed.). Brooks Cole..</p> <p>a. Chapter 12 and 13</p> <p>2. Read Textbook: Brandell J. (2011). <i>Theory and practice in clinical social work</i> (2nd ed). Thousand Oaks, CA: Sage.- Chapter-2</p>

			<p>3. Read Textbook: Berzoff, J. (2012). <i>Falling through the cracks</i>. New York: Columbia University Press- Berzoff (2012), Ch. 12</p> <p>4. Complete: Skill Check Assignment #4 (ULO 1-3)</p> <p>5. Complete: Discussion #5 (ULO 1-3)</p>
	Unit 6: Protein: The Tissue Builder	<p>ULO 1: Explain how crisis is an opportunity for change. (SLO 1-7)</p> <p>ULO 2: Describe skills to use during crisis. (SLO 1-7)</p> <p>ULO 3: Evaluate various practice scenarios for the need for supervision. (SLO 1-7)</p>	<p>1. Read Textbook: Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2016). <i>Direct social work practice: Theory and skills</i>(10th ed.). Brooks Cole. a. Chapter 8 and 13</p> <p>2. Read Textbook: Cooper, M. G., & Lesser, J. G. (2011). <i>Clinical social work practice: An integrated approach</i> (4th ed.). Allyn & Bacon. Chapters 3–5, 9, 10, 12, and 13</p> <p>3. Read Textbook: Vecchi, G. M. (2009). Conflict & crisis communication: Methods of crisis intervention and stress management. <i>Annals of the American Psychotherapy Association</i>, 12(1), 54–63.</p> <p>4. Complete: Written Paper Assignment #1 (ULO 1-3)</p> <p>5. Complete: Discussion #6: The Opportunity of Crisis (ULO 1-3)</p>
	Unit 7: Comprehensive and Dynamic Assessment	<p>ULO 1: Identify various assessment techniques. (SLO 1-7)</p> <p>ULO 2: Differentiate between the assessment process and tools used in assessment. (SLO 1-7)</p> <p>ULO 3: Describe bio/psycho/social/spiritual assessment in social work practice. (SLO 1-7)</p>	<p>1. Read Textbook: Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2016). <i>Direct social work practice: Theory and skills</i>(10th ed.). Brooks Cole. a. Chapter 9</p> <p>2. Read Textbook: Berzoff, J. (2012). <i>Falling through the cracks</i>. Columbia University Press. Chapter 7</p> <p>3. Read Textbook: Cooper, M. G., & Lesser, J. G. (2011). <i>Clinical social work practice: An integrated approach</i> (4th ed.). Allyn & Bacon. Chapter 4</p> <p>4. Read Textbook: Puchalski, C. (2014). The FICA spiritual history tool #274. <i>Journal of</i></p>

			<p><i>Palliative Medicine</i>, 17(1), 105–110.</p> <p>5. Complete: Assignment #5 (ULO 1-3)</p> <p>6. Complete: Discussion #7 (ULO 1-3)</p>
	Unit 8: Professional Writing for Social Work	<p>ULO 1: Demonstrate professional writing skills for social work practice. (SLO 1-7)</p> <p>ULO 2: Identify the importance of professional writing in the social work profession. (SLO 1-7)</p>	<p>1. Read Textbook: Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2016). <i>Direct social work practice: Theory and skills</i> (10th ed.). Brooks Cole.</p> <p>a. Chapter 14</p> <p>2. Read Textbook: Reamer, F. (2005b). Documentation in social work: Evolving ethical and risk-management standards. <i>Social Work</i>, 50(4), 325–334.</p> <p>3. Complete: Skill Check Assignment #6 (ULO 1-2)</p> <p>4. Complete: Discussion Board #8 (ULO 1-2)</p>
	Unit 9: Change Talk	<p>ULO 1: Identify the Transtheoretical Model (Stages of Change). (SLO 1-7)</p> <p>ULO 2: Identify the key OARS of motivational interviewing. (SLO 1-7)</p> <p>ULO 3: Utilize these skills in intervention strategies. (SLO 1-7)</p>	<p>1. Read Textbook: Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2016). <i>Direct social work practice: Theory and skills</i> (10th ed.). Brooks Cole.</p> <p>a. Chapter 17 (ULO 1-3)</p> <p>2. Read Textbook: Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). Guilford. Chapter 1-3</p> <p>3. Complete: Skill Check Assignment #8 (ULO 1-3)</p> <p>4. Complete: Discussion #9 (ULO 1-3)</p>
	Unit 10: Barriers to Change/Resistance Unit 10: Barriers to Change/Resistance page options	<p>ULO 1: Recognize barriers to change and client resistance. (SLO 1-7)</p> <p>ULO 2: Identify strategies to use with client resistance. (SLO 1-7)</p> <p>ULO 3: Recognize the role of social-cultural factors in barriers to change. (SLO 1-7)</p>	<p>1. Read Document: Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2016). <i>Direct social work practice: Theory and skills</i> (10th ed.). Brooks Cole. Chapter 18</p> <p>2. Read Document: Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). Guilford. Chapter 6</p> <p>3. Complete: Written Paper</p>

			Assignment #2 (ULO 1-3) 4. Complete: Discussion #10 (ULO 1-3)
	Unit 11: Solution Focused Conversations	<p>ULO 1: Explain solution-focused principles. (SLO 1-7)</p> <p>ULO 2: Apply solution-focused principles to guide interventions. (SLO 1-7)</p> <p>ULO 3: Connect solution-focused conversations to resistance in the therapeutic relationship. (SLO 1-7)</p>	<p>1. Read Textbook: Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2016). <i>Direct social work practice: Theory and skills</i> (10th ed.). Brooks Cole. a. Chapter 13 pp. 403–410</p> <p>2. Read Textbook: Cooper, M. G., & Lesser, J. G. (2011). <i>Clinical social work practice: An integrated approach (4th ed.)</i>. Allyn & Bacon.</p> <p>3. Read Textbook: Lee, M. (2003). A solution-focused approach to cross-cultural clinical social work practice: Utilizing cultural strengths. <i>Families in Society</i>, 84(3), 385–395.</p> <p>4. Complete: Skill Check Assignment #9 (ULO 1-3)</p> <p>5. Complete: Discussion #11 (ULO 1-3)</p>
	Unit 12: Think, Feel, Act	<p>ULO 1: Explain the cognitive behavior therapy (CBT) triangle. (SLO 1-7)</p> <p>ULO 2: Utilize CBT interventions with client systems. (SLO 1-7)</p>	<p>1. Read Textbook: Cooper, M. G., & Lesser, J. G. (2011). <i>Clinical social work practice: An integrated approach (4th ed.)</i>. Allyn & Bacon. a. Chapter 9 and 10</p> <p>2. Read Textbook: Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2016). <i>Direct social work practice: Theory and skills</i> (10th ed.). Brooks Cole. Chapter 13 pp. 391–403</p> <p>3. Complete: Skill Check Assignment #10 (ULO 1-2)</p> <p>4. Complete: Discussion #12 (ULO 1-2)</p>
	Unit 13: Intervention across the Lifespan	<p>ULO 1: Recognize lifespan stages and key issues related to the stages. (SLO 1-7)</p> <p>ULO 2: Identify assessment and intervention tools for each lifespan stage (SLO 1-7)</p>	<p>1. Read Textbook: Cooper, M. G., & Lesser, J. G. (2011). <i>Clinical social work practice: An integrated approach (4th ed.)</i>. Allyn & Bacon. a. Chapter 13</p> <p>2. Read: Bender Dreher, B. (2001). <i>Communication skills for working with elders</i> (2nd ed.). Springer.</p>

		<p>ULO 3: Modify assessment and intervention skills based on lifespan development of client ((SLO 1-7)</p>	<p>3. Read: Kivnick, H. Q., & Murray, S. V. (2001). Life strengths interview guide: Assessing elder clients' strengths. <i>Journal of Gerontological Social Work</i>, 34 (4), 7–31</p> <p>4. Read: Sung, K. T., & Dunkle, R. E. (2009). How social workers demonstrate respect for elderly clients. <i>Journal of Gerontological Social Work</i>, 52 (3), 250–260</p> <p>5. Complete: Video-Recording Assignment #1 (Part I) (ULO 1-3)</p> <p>6. Complete: Discussion #13 (ULO 1-3)</p>
	Unit 14: Ethical Foundations of Practice	<p>ULO 1: Identify ethical standards of practice and locate them in the NASW code of ethics. (SLO 1-7)</p> <p>ULO 2: Describe ethical dilemmas anticipated in practice. (SLO 1-7)</p> <p>ULO 3: Evaluate ethics scenarios and apply ethical decision-making. (SLO 1-7)</p>	<p>1. Read Textbook: Hepworth, D. H., Rooney, R. H., Dewberry Rooney, G., Strom-Gottfried, K., & Larsen, J. A. (2016). <i>Direct social work practice: Theory and skills</i> (10th ed.). Brooks Cole</p> <p>a. Chapter 2 and 4</p> <p>2. Read: Reamer, F. (2005a). <i>Ethical and legal standards in social work: Consistency and conflict. Families in Society</i>, 86(2), 163–170.</p> <p>3. Read: Strom-Gottfried, K. (2000). <i>Ensuring ethical practice: An examination of the NASW Code violations, 1986-97. Social Work</i>, 45(3), 251–271.</p> <p>4. Complete: Assignment #1: Ethical Decision Making (ULO 1-3)</p> <p>5. Complete: Discussion #2: Ethics(ULO 1-3)</p>
MM/DD/YY	Unit 15: Athlete Diet Prescription	ULO 1: Evaluate your own learning via the self-reflection paper. (SLO 1-7)	1. Complete: Video-Recording Assignment #2: Self-Reflection Processing Report (ULO 1)

* These descriptions and timelines are subject to change at the discretion of the instructor.