COURSE DESCRIPTION
This course combines the theories of social work practice with the learning of social work practice skills using common models and theoretical frameworks. This course presents ecological models, the strength-based, problem-solving process, dominant brief therapies, and cultural competence as approaches to practice in social work. This course presents and provides structured practice of the fundamental interpersonal skills required for effective social work practice. The course teaches interviewing skills and critical thinking about interview processes, (from intake through termination and evaluation) and focuses primarily on using those skills with individuals. The models, theories, and processes learned in this course serve as the foundation for generalist practice with individuals, families, groups, and communities.

COURSE LEARNING OBJECTIVES
1. Familiarize students with social work values and ethics.
2. Facilitate students’ assessment of the congruence between the profession’s values and their personal values.
3. Develop sensitivity to the values, beliefs, and behaviors of cultural/minority groups served in social work practice.
4. Assist students in gaining awareness of self and others in the helping relationship.
5. Present the importance of both personal and professional growth throughout one’s professional life.
6. Acquaint students with the fundamental theories and models used in generalist practice.
7. Develop students’ interviewing skills.
8. Present major issues of generalist practice, including domestic violence, child abuse and neglect, chemical dependency, mental illness, depression and suicide, legal issues, case and class advocacy, and working with involuntary clients.
9. Promote the importance of research to the development and evaluation of social work theory and practice.
10. Enable students to identify and respond to nonverbal behavior.
11. Increase student skills in the helping process with diverse clients.

REQUIRED TEXT

Americans with Disabilities Act
Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and
USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. *Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.*

**UWG Email Policy**

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

**Credit Hour Policy**

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

**University of West Georgia Honor Code**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student’s conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student’s account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

**REQUIRED TECHNOLOGY ASSIGNMENTS**
The following assignments are designed to facilitate and measure student progress on the student learning objectives of this course. Workbook exercises; multidimensional assessment, case notes, and treatment plan; DVD recorded mock interviews and critiques; course examinations; participation in class and study sessions, and Interviewer Skills Worksheets are required.

All written and DVD recorded assignments are due on the date assigned and are to be typed, grammatically correct, and checked for spelling. One letter grade will be deducted from your assignment for each day the assignment is late.

In this class, students role-play various client situations. There is no requirement to disclose any personal information about yourself. If you choose to do so during a role-play, it is essential to remember that you are learning skills and the classroom is not a therapeutic environment. If any situation is unclear, consult the instructor for assistance.

Assignment #1: Participation (15%)

Due: Weekly at all class and skills practice sessions

Learning social work interviewing skills requires regular practice with feedback. Therefore, attendance and participation are required and constitute a large percentage of your grade. Attendance is required and will be taken at the beginning of the class session and at each class meeting and/or Skills Practice Session.

Assignment #2: Skills Practice Sessions and Interviewer Skills Worksheets (10%)

Each student is required to participate in a weekly (1 hour) Skills Practice Session. (This is part of the organized class structure). These sessions are facilitated and coordinated by an assigned student leader. The leadership of the group will be rotated weekly and students will sign up for their designated week at the beginning of the semester. The students will determine the times for practice session, although it may be easier to meet immediately following the class.

The Interview Skills Worksheets are to be completed every week beginning the first week of class.

The designated leader for the week is also responsible for turning in the worksheets for each group member at the beginning of each class session.
**Assignment #3: Workbook exercises (20%)**

Due: There will be periodic spot-checks of your workbook, either by the instructor or a peer. Because this review of your workbook will be intermittent, you are required to always bring your workbook to class. Follow the timelines for completing each skill as distributed in class.

Completion of all assigned exercises in the workbook section of Cummins, et. al. on the designated date.

**Assignment #4: Examination #1**

Due: to be arranged

Examination #1 covers lectures, discussion, exercises, and assigned readings for time period announced of the course.

**Assignment #5: Case Assessment -- Parts 1 and 2**

Due: to be arranged

Part 1: Students will conduct a multidimensional, strengths-based assessment of a client during an in-class case simulation. Specific instructions for the assessment interview will be provided by the instructor. Successful completion of Part 2 requires effective interviewing in Part 1.

Part 2: Following the in-class assessment interview, each student will write a case assessment, a case note and develop a service/treatment plan following an outline provided by the instructor.

**Assignment #6: Examination #2**

Due: to be arranged

Examination #2 covers lectures, discussion, exercises, and assigned readings for weeks 6 through 11 of the course.

**Assignment #7: DVD recorded interviews (25%) TENTATIVE**

Due: will be due as your final

Three DVD recorded interviews with three written critiques and two transcriptions are required. Personal Learning Goals sheet is due with DVD recordings #1 and #3. Specific instructions will be provided by the instructor.

We will discuss this in class. On CourseDen, there are instructions to complete this. The advantage is that UWG bought into You Tube access. -----. 
Assignment #8: Final Examination (20%)

Due: Finals Week

The final examination for the course is cumulative and covers the assigned texts, class exercises, Interactive Web-based Case Study material and all written information distributed in class.

AS YOU CAN SEE THERE ARE NO SEMESTER DATES. This class is designed to go with the pace of the class. All of this will be explained the first day of class.