Spring Arbor University

SWK 520

Social Work Practice/Theory: Individuals/Families

Online Syllabus

Spring Arbor University Concept

"Spring Arbor University is a community of learners distinguished by our lifelong involvement in the study and application of the liberal arts, total commitment to Jesus Christ as the perspective for learning, and critical participation in the contemporary world."

Masters in Social Work

School of Social Sciences | Spring Arbor University

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Disclaimer: *This guide is intended as a set of guidelines for SWK 520. Spring Arbor University and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.*

SAU Master of Social Work Mission Statement

The mission of the MSW program is to produce professional social workers who apply the competencies of the social work profession and specialized practice knowledge and skills to promote human and community protection and well-being by engaging anti-racist, diverse, equitable, and inclusive practice. Teaching and learning in the MSW is guided by the professional code of ethics, our commitment to Jesus Christ as the perspective for learning, knowledge based on research, an understanding of humans from a global, environmental and cultural perspective, and a dedication to social and economic justice, protection, empowerment, human and universal rights, and enhancement of individual and social development.

SAU Social Work Department Diversity Statement

Spring Arbor University's Department of Social Work is grounded in affirming the common humanity, equal dignity, and intentional diversity of all persons as made in the image of God. The Department's goal is for every student to be competent regarding all forms of dehumanization, inequality, oppression, privilege, and human and cultural diversity; and further empowered to respond with discernment, dignity, empathy, humility, mercy, and in the pursuit of justice, peace, and human flourishing. Where disagreements exist, we strive to be peacemakers who are quick to listen, slow to speak, and slow to become angry; and even when we do speak, we do so in truth and love.

SWK 520: Social Work Practice/Theory: Individuals/Families (3)

Course Description

Students will develop competency in applying theories of human behavior and the social environment to work with individuals and families. Focuses on engagement, assessment, goal-setting, intervention, termination, and practice evaluation. Special attention to intervention with diverse and vulnerable populations. Case materials and role-playing will be used. Application of the social work problem solving process to work with individuals and families. **Prerequisite: SWK 510**

Learning Outcomes

Students completing SWK520 will gain competence in:

1. Cultivating a culturally sensitive, strength-based approach to working with individuals and families that engages the problem-solving approach as a partnership between social worker and client/client systems
2. Knowledge and skill in ethically implementing a variety of intervention strategies that respect the dignity and worth of clients engaging in service delivery

2022 CSWE EPAS Competencies

CSWE Competency	SWK 520 Assignment
Competency 1: Demonstrate Ethical and Professional Behavior Social Workers: • make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context • demonstrate professional behavior; appearance; and oral, written, and electronic communication • use technology ethically and appropriately to facilitate practice outcomes • use supervision and consultation to guide professional judgment and behavior.	

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice Social Workers: • advocate for human rights at the individual, family, group, organizational, and community system levels; and • engage in practices that advance human rights to promote social, racial, economic, and environmental justice	
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Social Workers: • demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels • demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	
Competency 4: Engage in Practice-informed Research and Research-informed Practice Social Workers: • apply research findings to inform and improve practice, policy, and programs • identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	
Competency 5: Engage in Policy Practice Social Workers: • use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social Workers:	Recorded Interview & Written Assessment & Intervention Plan

• apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies • use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social Workers: • apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies • demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	
Competency 8: Intervene with Individuals, Families, Groups, Organization and Communities Social Workers: • engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals • incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	Vulnerable Populations Group Presentation & Handout
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social Workers: • select and use culturally responsive methods for evaluation of outcomes • critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	Evaluation on Agency Assessment Procedures
Competency 10: Apply an Ethical Integration of Faith and Social Work Practice Social Workers: • Identify the relationship between theoretical perspectives and spiritual and/or religious paradigms and practices. • Assess client spirituality and religious affiliation as resource and/or challenge as appropriate. • Demonstrate appropriate self-awareness of one's own spiritual identity and its impact on professional practice.	

Resources

Required Textbooks

Murphy, B. C., & Dillon, C. (2015). *Interviewing in action in a multicultural world* (5th ed.). Cengage Learning.

Repeating Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Supplemental Resources in Brightspace

National Association of Social Workers. (2021). *Code of ethics*.

Student Expectations

The quality of your learning experience in this course depends on timely completion of individual assignments, active participation in weekly activities, and regular interactions with the instructor. One of the instructor's roles in an online class is that of facilitator, encouraging you to think, question, apply, and integrate the Christian faith with the subject matter.

The success of internet-based, distance learning is greatly related to the degree students contribute to the learning experience of others in the class. You have much to offer others through your interactions, particularly through class threaded discussion activities.

Attendance

Attendance in an online course is based upon electronic records of student presence. A student who logs into the course but does not submit coursework is not actively participating. See the Additional Policies section of this syllabus for details.

Integration of Faith and Learning

This class will provide you with opportunities to integrate your knowledge of Social Work, values, skills, and cognitive affective processes with faith and learning by applying Biblical principles to concepts and/or practices in class activities and assignments.

Participation

As you participate in each week's activities, keep the following netiquette in mind:

- **Actively participate in assignments.** These assignments are designed to engage students in interactive learning, which is the backbone of the course. Respond to the professor's questions and respond to other students' posts as outlined in the assignment prompts and syllabus. Post early and often.
- **Use complete sentences and be conversational:** The form, tone, and style of your posts should be somewhere between oral and formal, written communication.
- **Make regular, thoughtful contributions:** Reflections should demonstrate an understanding and application of concepts covered in the course materials.
- **Review your contributions for grammar and spelling:** Make sure you have written clearly.

- **Limit the use of emoji:** While it's okay to use symbols to express emotions (:-)), don't overuse them or use emoji that aren't well known.
- **Respect to your classmates:** Responses should be constructive. Be respectful of your classmates even if you disagree with them.
- **Don't share the class discussion:** Discussions enrich your learning experience and shouldn't be distributed outside the course.

Reading and Viewing Assignments

Each week you will have reading and/or viewing assignments. Complete all reading/viewings prior to class activities. This will allow you to be an active participant in the class. It is important that as you read/watch, you check for understanding and continually be mindful of how to best apply the information.

Written Assignments

Unless otherwise noted, all written assignments should follow the American Psychological Association (APA) format (current edition), including the following: typed, double-spaced, 12-point Times New Roman font, one-inch margins, and a properly formatted title page. Include a reference page as necessary. See the File Formats section below for further information.

The website for APA Style is apastyle.org. For additional help with APA Style, visit the Academic Writer website by clicking on the link provided in your classes in Brightspace or through White Library.

This is a graduate-level course, and it is expected that all written work will reflect an appropriate level of thought, integration of assigned readings, and critical thinking. It is also expected that students will proofread their work and attend to grammar and sentence structure.

Late Assignments

- **What if your document arrives late?** You're expected to turn your assignments in on time. Late work must be coordinated with your instructor, who may deduct points accordingly.
- **What if technology prevents meeting a deadline?** If you have problems submitting an assignment, use the SAU Help Desk by calling 517.750.1234, or emailing helpdesk@arbor.edu to troubleshoot and document the issue.

As you might expect, there is a lot to accomplish over a relatively short period of time. It's important to plan in advance and keep pace. However, it should be recognized that most students taking this course lead hectic lives involving many responsibilities. As such, it's important to prayerfully support one another throughout this undertaking. Keep your instructor informed of any issues that impact turning your assignments in on time.

Submission of Assignments

All assignments (student's original work) are to be submitted online to the appropriate tool in Brightspace (located in each week) unless otherwise specified. Papers and presentations should be concise, accurate, and polished without grammatical or spelling errors, and in APA Style.

File Formats

SAU instructors only have access to Microsoft Office. Therefore, students are required to submit their files to instructors or classmates in a Microsoft Office format (i.e., .docx, .xlsx, .pptx). The MySAU Portal gives access to Microsoft Office 365. If you use another program, export files to an accepted format.

Communication

Email will be the primary method of communication used outside of class between the instructor and students. Use your SAU webmail from the MySAU Portal and your SAU email address as your primary email for Brightspace.

Note: Check your SAU email from the MySAU portal, or you may miss vital information about your course or program.

Email Guidelines

Because of the nature of internet-delivered courses, electronic interactions among students and instructors should be prized. At the same time, considerable "information overload" can be experienced if email interactions are excessive or frivolous. Rather than trying to quantify guidelines for email interactions that curb possible excess (beyond those specifically prescribed for group discussion activities in Brightspace), the following guidelines should be followed for all emails that occur outside of Brightspace.

- Emails should primarily deal with course-related content, readings, assignments, and needs.
- Emails should be responded to in a timely manner.
- Emails to the course instructor or other students should not be excessive (in number or length).
- Emails should be respectful, courteous, and uplifting in tone.

Unless otherwise specified, all emails pertaining to matters of course content, structure, and assignments should be directed to the instructor's email address identified under the Meet Your Instructor area in Brightspace.

Emails dealing with technology-related issues should be directed to an online support specialist at helpdesk@arbor.edu.

Academic Honesty and Integrity

The Spring Arbor University community of teachers and scholars affirm that the biblical principles of truth and honesty are absolutely essential. Indeed, the Bible contains numerous admonitions against false witness, dishonesty, and cheating. Upholding the standard of academic integrity with its reliance on honesty is a responsibility of both faculty and students.

Submit work that represents your original words and ideas. When using another person's work, published or not, identify all quotes and reference citations using APA Style.

Conduct that violates academic integrity includes:

- **Dishonesty.** This is a lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying from another student's quiz; allowing one's own quiz/exam/paper to be copied; reading a quiz online prior to reading the chapter; giving or receiving help on a quiz, paper, or exam; use of unauthorized aids; submitting the same work product in more than one course without the express permission of the instructor(s); and disclosing or accepting information about a test if one takes a test at a different time than other students in the same course.
- **Plagiarism.** This is stealing or using the ideas or writings of another as one's own. It involves failure to acknowledge material copied from others or failure to

acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral.

Charges of violating academic integrity shall be handled according to established student discipline procedures published in the University Graduate Catalog and any other applicable rules/guidelines and regulations applicable to such violations.

Cheating or plagiarism may result in a zero (0) for the assignment and possible failure (U) in the course. Make use of the SAU Writing Center if you are uncertain of how to appropriately document with APA Style and academic integrity.

Professionalism

Students should demonstrate professional behavior consistent with a graduate culture. In addition to the topics already covered, expectations include punctuality, respectful interactions (including respecting diverse opinions), uplifting comments in online activities, contributing thought-provoking questions, and respecting the confidentiality of personal information shared. There is to be no video or audio recordings without the instructor's consent.

Policy on Safety and Confidentiality

Related to using information from agencies: Students will especially honor client confidentiality when involved in agency-based assignments. Do not disclose any identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information. This applies to any and all in class activities and any and all written assignments. In all instances, follow the National Association of Social Workers (NASW) Code of Ethics.

Additional Policies

The syllabus may be revised at any time and any changes will be announced in class or through Brightspace. The student may be referred to the MSW Program Guide and the SAU Graduate Catalog for additional policies and resources that may be applicable to their unique situation.

Grading Policy

A student who receives a grade of "C" or below in any of the MSW courses will need to repeat the course. Even if a student has a GPA of 3.0 or above, they will still need to repeat the course. There is no limit to the number of repeated courses, but any given course may only be repeated once. Courses with a grade of "C" or below will not be counted toward graduation requirements and will need to be repeated. Courses with a grade of "C+" or above will be counted toward graduation requirements.

A grade of C or below in coursework could impact the student's participation in internship. See the Internship section of the MSW Program Guide for more information.

For more information, refer to the current year's Graduate Catalog.

Students with Disabilities

Spring Arbor University, in compliance with federal regulations and in support of our efforts to enable **all** students to maximize their God-given talents and abilities, provides the Academic Support Center (ASC) to direct academic services for students with disabilities.

Students with disabilities may request accommodations as provided within federal law. Documentation and requests should be made to the ASC office as early in the semester as possible to prevent delays in accommodations. Students with disabilities are strongly encouraged to contact the ASC office prior to the start of their program to ensure accommodations will be made to maximize their success. Students needing accommodations are required to provide their VISA to their instructor prior to the beginning of class. If a VISA is not provided, retroactive accommodations will not be made.

Students may contact the ASC office (517-750-6481 or 517-750-6479) and are encouraged to visit the Students with Disabilities website to learn more about the accommodation process and the resources ASC provides.

Course Assignments

The purposes of the assignments and the evaluation and grading system described here are: (1) to enhance learning, (2) to stimulate the integration of class work with practice, and (3) to assess the extent to which the course competencies and practice behaviors are achieved.

Acknowledgement Quiz

Grading: 4 points
Due: Week 1, Thursday, 11:59 p.m. EST/EDT

After reviewing the Syllabus, Textbooks, & Information area of Brightspace, the student will complete a short quiz to acknowledge that they reviewed the syllabus, grading rubrics, SAU's Policy on Academic Integrity, and the SAU MSW Program's Grading Policy. Completion of the quiz counts for attendance in Week 1 of the course. By clicking Yes, you acknowledge that you completed and understood the required tasks.

Video Notes

Grading: 35 points | 5 points x 7 weeks
Due: Weekly, Initial post by Thursday, 11:59 p.m. EST/EDT. Responses to at least two peers by Monday, 11:59 p.m., EST/EDT.

Creating community in an educational environment is important, especially in the online world where learning can feel very lonely. Remember, your classmates are completing the same assignments as you.

Each week, you will post a 1-1.5 minute initial video response to the prompt provided and then respond to at least two classmate's videos with either a 1-1.5 minute video response or written comments.

To record your video response, utilize your smartphone, iPad/tablet, or another preferred electronic device.

Let your responses be positive and uplifting. Uphold the dignity and worth of all individuals in this learning environment.

Video Notes Rubric:

General Expectations for Professionalism & Active Participation	Possible Points
Posts on time to the Video Note activity.	1 point
Is actively participating in the activity by, asking questions, demonstrating supportive comments, and being respectful to classmates and instructor. Participation demonstrates evidence of critical thinking skills.	1 point
Uses cultural humility when participating in Video Note activities with diverse populations of students and instructors – respect for differing cultural norms (for instance, the use of first names versus Mr., Mrs., Dr., etc.).	1 point
Models social work ethics when participating in the Video Note activity.	1 point
Respectful of all class members and demonstrates efforts to engage in comradery that builds up classmates and faculty.	1 point
Total:	**5 points**

Student Engagement Activities

Grading: 105 points | 15 points x 7 weeks
Due: Weekly, Monday, 11:59 p.m., EST/EDT.

The purpose of the Student Engagement activities is to encourage you to dig deeper with some of each week's key concepts. The activities will vary to accommodate different learning styles and preferences. Each week, 15 points will be awarded. To ensure you receive full credit, please adhere to the following:

Student Engagement Rubric:

Description	Points
Complete the activity on time	2 points
Demonstrate thought and critical thinking in your work	10 points
Follow the assignment descriptions for length and demonstrate professionalism through your written or video recorded work	3 points

Description	Points
Total:	**15 points**

Self-Exploration Questions

Grading: 150 points | 10 points x 15 Questions
Due: Weekly, Monday, 11:59 p.m. EST/EDT

At the end of every chapter are Self-Exploration Questions. After reading each chapter, choose one question to answer. Answers should be ½- to 1-page in length. Use APA format. Remember to properly cite the textbook if necessary.

Self-Exploration Questions Rubric (Per Question):

Description	Points
Thoughtful response to question.	8 points
Proper APA format, grammar, spelling, writing mechanics, etc.	2 points
Total:	**10 points**

Quizzes

Grading: 30 points | 10 points x 3 weeks
Due: Weeks 2, 3, 5, Monday, 11:59 p.m. EST/EDT

Short quizzes will be given to reinforce important content. The quizzes will focus on understanding the skills taught throughout class and the textbook. Each quiz has two attempts. The attempt with the highest score will be counted toward your final grade.

Professional Identity Paper

Grading: 35 points
Due: Week 2, Monday, 11:59 p.m. EST/EDT

Spend time reflecting on where you are thus far in your growth as a professional.

- As you have moved forward in your internship, what are you doing to demonstrate professionalism?
- Is there anything you had to adjust or change?
- Did you have any misconceptions that were challenged early on?
- What areas do you see needing improvement as you move forward?
- What have you done thus far to increase your cultural competence in relation to the client population you are working with in your placement?

Professional Identity is more than just what happens within the office setting. How is your professional identity being shaped through your personal life as well? Conduct a Google search, view your Facebook page, Twitter account, Instagram account, etc. If you were a potential employer reading/viewing these pages, would you have hesitations about hiring you?

The paper can be written in 1st person. APA format required. 3- to 4-pages in length.

Professional Identity Paper Rubric:

Description	Points
Reflections on adjustments/changes made in professional setting thus far.	10 points
Acknowledgments of challenges/misconceptions.	5 points
Steps to increase cultural competency.	5 points
Reflections from online search.	10 points
Proper spelling and grammar. Paper is fluent, organized, and shows mastery of the material. Shows insightful analysis. 3- to 4-pages in length	5 points
Total:	**35 points**

Evaluation on Agency Assessment Procedures

Grading: 100 points
Due: Week 4, Monday, 11:59 p.m. EST/EDT
Note: This is a CORE assignment used in CSWE Assessment

This assignment is designed to strengthen your ability to evaluate the effectiveness of social work practice at the individual, family, and organizational levels. In alignment with the social work profession's commitment to ongoing, evidence-informed improvement, you will examine how your agency assesses client needs and outcomes and provide recommendations for enhancing practice.

Through this process, you will draw on theories of human behavior and person-in-environment, utilize anti-racist and anti-oppressive perspectives, and apply qualitative and/or quantitative evaluation approaches. This critical reflection will guide you in identifying ways to improve client-centered, culturally responsive, and strengths-based services in real-world settings.

Part: 1

Part 1 should be approximately one (1) page in length.

Briefly describe the agency where you are doing your internship, including its mission, services provided, location and the specific role(s) that you play there. OR If you are not currently completing an internship, you may also use a current or previous employment setting that would fit this assignment. If neither of these options apply to you, please talk with your instructor about an alternative plan.

Part 2: Evaluation of the Content and Process

Evaluate both the content and the process of how your agency completes assessment. This critique is based on what you have learned through class discussion and assigned readings on social work assessment and the literature search you did relevant to the client issues you have identified in the earlier summary. Part II should be 4- to 5-pages and APA formatted.

A. Evaluation on the Content of the Assessment:

1. You should critique the extent to which the level and type of descriptive information gathered is appropriate and adequate given your agency's mission, the client's presenting issues, and your role in relation to:

a. The individual client(s) (e.g., personal characteristics, attributes, spirituality).
b. The family system (e.g., structure, roles, rules, history, life cycle).
c. The physical-socio-cultural environment.

2. Are factors related to diversity in terms of race, identity, and other cultural variables addressed?
3. Based on your critique, discuss what changes you would make with regard to the level and type of information gathered.

B. Evaluation on the Process of the Assessment:

1. In your writing discuss the adequacy of the process in which the information is gathered.
    a. How and from what source is the information gathered (e.g., observation, interviews, prior records, referrer, etc.)?
    b. What tools are used (e.g., agency's client in take form, standardized instruments, and visual tools such as genogram, ecomap, or culturagram)?
    c. What communication skills/approaches did you employ in the assessment process?
    d. How involved is the client in the information gathering process and how cooperative is he/she (which would affect or explain the reliability of the data)? Is the level of client involvement appropriate given your agency mission and the client's presenting situation?

Based on your critique, what changes would you recommend about the information gathering **process** and what is your rationale?

Evaluation on Agency Assessment Procedures Rubric:

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
Part 1	Provides a comprehensive, culturally responsive	Clearly describes the agency, its services, and the student's role,	Provides basic information about the agency and	Agency description is incomplete, unclear, or	/30

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
	overview of the agency, its mission, services, and role with clear integration of evaluation and practice context.	demonstrating understanding of practice context.	role, though lacks depth or connection to practice evaluation.	missing key elements; lacks connection to practice evaluation context.	
Evaluation on the Content of the Assessment	Demonstrates advanced critical analysis of assessment content; clearly applies person-in-environment and culturally responsive frameworks to evaluate client, family, and environmental information.	Provides thoughtful evaluation of assessment content using person-in-environment and cultural perspectives with clear application to practice.	Addresses assessment content with limited application of relevant frameworks or cultural responsiveness.	Provides minimal or unclear evaluation of assessment content; lacks integration of relevant frameworks or cultural responsiveness.	/30
Evaluation on the Process of the Assessment	Demonstrates critical evaluation of assessment process using qualitative and quantitative principles; clearly considers client involvement, cultural responsiveness,	Evaluates assessment process with attention to client input and basic practice improvement concepts.	Describes assessment process with minimal evaluation or vague connection to client engagement and practice effectiveness.	Fails to adequately describe or evaluate the assessment process; lacks evidence of understanding evaluation methods or client collaboration.	/30

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
	and outcome improvement.				
Writing	Writing is clear, concise, well-organized, and free of errors. Demonstrates a professional, academic tone. Fully adheres to APA guidelines. Meets the required page length.	Writing is mostly organized and professional. Minor writing or grammar errors may be present. APA formatting is generally followed with few errors.	Writing lacks consistent organization or contains noticeable grammar or APA formatting errors. Professional tone may be inconsistently applied.	Writing is unclear or disorganized. Contains frequent grammar or APA formatting errors. Professional tone is not maintained. Does not meet page length or formatting requirements.	/10
				Total:	**100**

Recorded Interview and Written Assessment/Intervention Plan

Grading: 100 points
Due: Week 6, Monday, 11:59 p.m. EST/EDT
Note: This is a CORE assignment used in CSWE Assessment

In social work practice, engagement is a critical, ongoing component of the helping process. Social workers must understand theories of human behavior and the person-in-environment perspective, and use interpersonal skills, self-reflection, and culturally responsive approaches to engage effectively with individuals, families, groups, organizations, and communities.

This assignment provides an opportunity to apply knowledge and practice interpersonal engagement skills in a simulated helping situation. Students will demonstrate their ability to form a professional helping relationship, use strengths-based interviewing techniques, and reflect on their own development as social workers.

Part 1: Recorded Interview

The interview will be graded on professionalism and the skills utilized by the interviewer.

Students will conduct an interview with a classmate, friend, or family member. You may use a real life struggle you have dealt with in the past or are currently dealing with. You may also role play a fictional life situation (please be reasonable).

The interviewer should focus on engagement, assessment, and intervention surrounding the "client's" problem. The interviewer should demonstrate a strengths-based approach and should work to move the "client" toward solutions. The interviewer should utilize techniques learned during this course to engage the client, obtain initial assessment information, and set initial goals.

The interview needs to be recorded and submitted to the instructor. This can be a video or audio recording. The interview should be 30-45 minutes to have adequate time to practice/utilize learned skills.

Part 2: Self-Assessment

The student is then expected to complete an in-depth written assessment on their progress as a practitioner.

The assessment should address:

- Specific skills from the text they were able to implement successfully in the interview.
- Skills that could have been implemented but were not and areas where the implementation was not successful.
- Reflection on areas where students are confident in their performance, as well as areas where they feel work is needed.

- Outline what they plan to do in their practicum to improve their areas of weakness. Specific action steps that can be discussed with their Field Instructor should be outlined.
- Written in APA format and should be 3- to 4-pages in length.

Part 3: Case Formulation/Tentative Assessment and Intervention Planning
In Part III of the paper, you are asked to state your case formulation. In your case formulation, you should state the core "causes" or contributing factors of the problem(s) or key issues of the case along with an outline of mutually agreed upon client goals and action steps in moving the client forward.

Based on your case formulation, you should develop an intervention plan that should include the following:

- Intervention goals: Based on your assessment and case formulation what are the goals set for this case? Try to set SMART goals (Specific, Measurable, Action-oriented, Realistic, and Timely).
- What are your intervention plans or action steps in attaining the aforementioned goals? Please specify the action steps expected or delineated by you as the worker and by the client?
- Planning ahead, how would you go about evaluating the extent to which the goals are attained and whether the intervention plan is helpful to the client?
- Part III should be approximately two (2) pages.

Recorded Interview and Written Assessment/Intervention Plan Rubric:

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
Interview Part 1	Demonstrates consistent professionalism in demeanor, language, and conduct	Demonstrates professionalism with only minor inconsistencies. Meets the time	Demonstrates limited professionalism or inconsistent conduct. Interview is	Lacks professionalism or is significantly off from time requirement.	/20

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
	throughout the interview. Meets the 30–45 minute requirement, providing ample opportunity to demonstrate key skills. Effectively initiates and maintains client engagement using empathy, warmth, and openness. Applies a strengths-based approach and collaborates with the client to identify needs and solutions.	requirement. Engagement is generally effective, and a strengths-based lens is used with moderate collaboration.	slightly under or over time. Engagement appears strained or mechanical; strengths-based approach is inconsistently applied.	Interview may be disorganized or incomplete. Client engagement is weak or absent, and there is little or no evidence of a strengths-based approach.	
Interview Part 2	Clearly utilizes interpersonal, reflective, and culturally responsive techniques introduced in class and readings. Demonstrates strong	Applies relevant techniques with some consistency. Shows a basic but accurate understanding of person-in-environment and applies it where appropriate.	Attempts to apply techniques from class but lacks consistency or depth. Conceptual framework is	Fails to apply core techniques or demonstrates a lack of understanding of the person-in-environment perspective.	/20

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
	understanding of the person-in-environment perspective and integrates this framework meaningfully throughout the interview process.		not clearly applied or is oversimplified.		
Interview Part 3	Identifies specific skills from course materials that were implemented successfully, and explains how they supported the client's comfort, engagement, or progress. Thoughtfully reflects on missed opportunities and critically analyzes their impact. Demonstrates deep self-awareness by identifying both areas of confidence and	Identifies several skills used with basic discussion of impact. Acknowledges missed opportunities with general reflection. Describes strengths and areas for growth with moderate insight.	Identifies few skills and offers limited reflection on impact. Missed opportunities are addressed briefly or superficially. Reflection on strengths or areas for growth lacks depth.	Fails to identify relevant skills or lacks meaningful reflection. No clear analysis of strengths or developmental areas.	/20

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
	areas for growth as a developing practitioner.				
Growth Plan	Outlines a detailed, realistic, and specific plan for using internship experience to improve areas of weakness. Clearly articulates how the plan will be shared and refined through supervision. Demonstrates strong insight into professional development needs.	Provides a reasonable growth plan with some specificity. Mentions intent to engage in supervision to support development.	Plan is vague or overly general. Supervision is mentioned but not well-integrated into the plan.	No clear plan for growth or no meaningful mention of supervision. Lacks actionable steps.	/10
Client and SMART Goals	Clearly articulates the client's presenting problem using appropriate social work language. Demonstrates a nuanced understanding	Describes the problem with general accuracy. Goals are mostly SMART. Action steps are logical, and evaluation plan is generally appropriate.	Problem description, goals, or steps are vague. Collaboration is limited. Evaluation plan lacks specificity or realism.	Problem and goals are unclear or inappropriate. Lacks coherent action plan or evaluation method.	/20

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
	of client context. Develops clear, SMART goals and outlines concrete, collaborative action steps. Proposes a realistic, culturally responsive evaluation plan to assess goal attainment and intervention effectiveness.				
Writing	Writing is clear, concise, well-organized, and free of errors. Demonstrates a professional, academic tone. Fully adheres to APA guidelines. Meets the required page length.	Writing is mostly organized and professional. Minor writing or grammar errors may be present. APA formatting is generally followed with few errors.	Writing lacks consistent organization or contains noticeable grammar or APA formatting errors. Professional tone may be inconsistently applied.	Writing is unclear or disorganized. Contains frequent grammar or APA formatting errors. Professional tone is not maintained. Does not meet page length or formatting requirements.	/10
				Total:	**100**

Vulnerable Populations Group Presentation & Handout

Grading: 100 points
Due: Week 7, Presentation by Thursday, 11:59 p.m. EST/EDT. Respond to at least one classmate's presentation by Monday, 11:59 p.m., EST/EDT.
Note: This is a CORE assignment used in CSWE Assessment

This assignment gives students the opportunity to explore evidence-informed, culturally responsive interventions by analyzing the needs and strengths of a specific vulnerable population. Through this project, students will demonstrate their ability to apply theories of human behavior and person-in-environment to identify services and interventions that promote well-being and social functioning. Students will also explore ecosystems, community supports, and interprofessional strategies used to achieve client and community goals.

By evaluating and selecting appropriate interventions for a specific population, students will strengthen their skills in mediating, advocating, and planning effective responses to challenges faced by diverse groups. This work reflects the ongoing and dynamic nature of intervention within generalist social work practice at the individual, family, group, organizational, and community levels.

Sign-up during Week 1 – **Topics may NOT be repeated**. Choose one vulnerable population that has not already been chosen by classmates.

Each student will research a special client population and develop a 15-minute presentation using PowerPoint and the narration feature. The presentation will cover the needs, resources, and ecosystems within the population, concluding with current best social work practices with the population. The narrated PowerPoint will be uploaded to the Discussion Board for viewing by classmates. A handout must be included with the presentation and uploaded to the Discussion Board, so it may be used as a resource for classmates. The handout should provide highlights of important information and several resources for those who may work with this population.

All information must be properly cited in APA format. At least seven (7) sources must be used. Presentations are due Thursday of Week 7. However, early submission is encouraged.

Examples of vulnerable populations include racial minorities, children, the elderly, individuals diagnosed with a physical or mental disability, domestic violence victims, children in foster care, etc.

Vulnerable Populations Group Presentation & Handout Rubric:

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
Overview of Vulnerable Population	Provides a comprehensive overview of the population, prevalence, risk factors, and strengths using current data and critical analysis of person-in-environment.	Provides a clear overview of the population, prevalence, risk factors, and strengths using appropriate sources and person-in-environment perspective.	Provides a basic description of the population and some risk factors but lacks depth or application of person-in-environment framework.	Provides minimal or unclear information about the population; lacks attention to risk factors, needs, or strengths.	/30
Interventions and Connection to Vulnerable Population	Identifies and critically evaluates multiple culturally responsive, best practice interventions; connects clearly to client and community needs and available services.	Identifies recommended best practice interventions and connects them appropriately to population and available services.	Mentions some interventions but lacks depth, critical analysis, or clear alignment with research or population needs.	Fails to provide clear interventions or connections to client and community needs or best practice.	/30
Handout and Resources	Handout and resources are clear, comprehensive,	Handout and resources are complete and meet expectations for	Handout or resources are present but	Handout and/or resources are missing or	/20

Criteria	Exceeds Expectations (5) 100-93 points	Meets Expectations (4) 92-83 points	Approaching Expectations (3) 82-73 points	Does Not Meet Expectations (1–2) 72-63 points (Anything under 63 is a 1)	Points
	professional, and useful for practice; exceeds expectations.	professionalism and clarity.	lacks clarity or detail.	poorly executed.	
Presentation	Presentation is highly organized, engaging, and clearly narrated; demonstrates professional oral and visual communicatio n.	Presentation is well-organized, clear, and professionally narrated.	Presentation is somewhat organized but lacks clarity or polish in narration or visuals.	Presentation lacks organization and professionalism or was not submitted properly.	/20
				Total:	**100**

Grading Guidelines

Assignment	Points Possible	Points Earned	Due
Acknowledgement Quiz	4 points		Week 1
Video Notes (5 points x 7 weeks)	35 points		Weekly
Student Engagement (15 points x 7 weeks)	105 points		Weekly
Self-Exploration Questions (10 points x 15 modules)	150 points		Weekly
Quizzes (10 points x 3 weeks)	30 points		Weeks 2, 3, 5
Professional Identity Paper	35 points		Week 2
Evaluation on Agency Assessment Procedures	100 points		Week 4
Recorded Interview and Written Assessment/Intervention Plan	100 points		Week 6
Vulnerable Population Narrated PowerPoint Presentation & Handout	100 points		Week 7
Total	**659 points**		

A	96-100%	B	86-89%	C	76-79%	D	66-69%
A-	93-95%	B-	83-85%	C-	73-75%	D-	63-65%
B+	90-92%	C+	80-82%	D+	70-72%	F	62% or lower

Grades on all assignments based on the following:

- Completeness: Addresses all parts of the assignment.
- Competence: Demonstrates understanding of concepts (can define/describe in own words) and the ability to apply them (can cite specific examples that illustrate the concept).
- Presentation/Organization: Produces papers and handouts that have a professional appearance.
- Uses computer.
- Follows APA Style and uses correct grammar and spelling.
- Uses headings and subheadings to identify parts of the assignment and relevance of content in each segment.
- Communicates clearly and concisely.

Course Schedule

Week	Read and View	Assignments
1	• Murphy and Dillon, Chapters 1 and 2	• Acknowledgment Quiz • Video Note • Student Engagement • Self-Exploration Questions • Vulnerable Population Presentation-Narrated Power Point SIGN – UP (go to Bb-Discussion)
2	• Murphy and Dillon, Chapters 3, 4, 5	• Video Note • Student Engagement • Self-Exploration Questions • Professional Identity Paper • Quiz 1
3	• Murphy and Dillon, Chapters 6 and 7	• Video Note • Student Engagement • Self-Exploration Questions • Quiz 2
4	• Murphy and Dillon, Chapters 8 and 9	• Video Note • Student Engagement • Self-Exploration Questions • Evaluation of Agency Assessment Procedures
5	• Murphy and Dillon, Chapters 10 and 11	• Video Note • Student Engagement • Self-Exploration Questions • Quiz 3

Week	Read and View	Assignments
6	• Murphy and Dillon, Chapters 12, 13, 14	• Video Note • Student Engagement • Self-Exploration Questions • Recorded Interview and Written Assessment/Intervention Plan
7	• Murphy and Dillon, Chapter 15	• Video Note • Student Engagement • Self-Exploration Questions • Vulnerable Populations Group Presentation & Handout

Note: *This course schedule is a universal outline of the course activities and projects for SWK 520. Your instructor will provide an official Course Calendar with specific due dates for each week, along with guidelines outlining their expectations, during the first week of class.*