# PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK

# FLORIDA ATLANTIC UNIVERSITY

# Fall 2019 [3 credits] GENERALIST SW PRACTICE WITH INDIVIDUALS

**Tuesdays from 9:00 to 11:50 AM SOW 6305 (002) CRN XXXXX**

# Professor: Dr. Allan Barsky Office Hours: 1 hour before & after class

# Office: SO 321 Call for appointments at other times

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# Web Site: [www.barsky.org](http://www.barsky.org) Online Learning Platform: <http://canvas.fau.edu>

Classroom: SO XXX

# MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

# Course Description

This course prepares students to apply the generalist intervention model (GIM) to social work practice with individuals in a competent, caring manner. Students will develop the knowledge, communication skills, critical thinking, self-awareness, and other competencies required to implement all stages of generalist social work practice: engagement (relationship building), assessment, planning and contracting, implementing interventions, evaluation, and termination of services. Students will learn how to employ evidence-based practice in all stages of the helping process, with particular emphasis on the strengths perspective of social work, systems theory, empowerment, social and economic justice, and culturally competent practice with diverse and vulnerable populations. Students will learn how to apply the [NASW Code of Ethics](http://www.socialworkers.org/pubs/code/default.asp) (2018) and the [IFSW/IASSW Ethics in Social Work (Statement of Principles)](http://ifsw.org/policies/statement-of-ethical-principles/) in the context of practice with individuals. Students will develop knowledge and competencies through a combination of required readings, sample cases, class discussion, live and video-recorded role-plays, experiential exercises, written assignments, and quizzes. Case examples will relate to issues and populations that are important in the context of social work practice in south Florida, including mental health, addictions, Latinos, African Americans, immigrants, LGBT individuals, people with disabilities, poverty, health disparities, child protection, and aging.

# Relevance to Educational Program

This course builds on knowledge and competencies learned in MSW courses on human behavior in the social environment (HBSE), research, policy, ethics, and field. Content from HBSE provides critically important information on which students rely to accurately engage, assess, contract, implement, and terminate services with diverse clients, taking the individual and social environment into account. The research course provides students with knowledge and skills required for selecting evidence-based assessment, intervention, and evaluation strategies and tools, drawing from existing knowledge and tailing their assessments to the individual needs of their particular clients. This course assists students in understanding the connection between individual clients and multi-level systems, including the implications of policy and macro systems on individual lives. Students will apply content from the ethics course in relation to their ethical commitment to clients, informed consent, self-determination, confidentiality, client-worker boundaries, and other standards of practice. Finally, the basic practice competencies achieved in this course will prepare students for their courses on field education, clinical practice with families, clinical practice with groups, and practice with organizations and communities.

# Learning Objectives

The course objectives for this course build on the 9 core competencies identified by the [Council on Social Work Education’s](https://www.cswe.org/Accreditation) Educational Policy and Accreditation Standards (2015). Upon successful completion of this course, students will be able to demonstrate the following competencies and practice behaviors.

1. Function within clearly defined professional roles and boundaries in the context of practice with individuals.
2. Demonstrate professional demeanor in behavior, appearance, and communication with clients and professional colleagues.
3. Demonstrate personal reflection and self-correction in relation use of microskills, including attending, paraphrasing, reflecting feeling, constructive use of silence, and asking questions.
4. Use supervision and consultation to support practice with individuals.
5. Make ethical decisions by applying the NASW Code of Ethics, relevant agency policies, and relevant laws (with particular emphasis on client self-determination, confidentiality, informed consent, and professional boundaries).
6. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions with individuals.
7. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse individuals, including Latinos, African Americans, Haitian Americans, LGBT individuals, children, and the elderly.
8. Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with individual clients.
9. Demonstrate empathy, unconditional positive regard, genuineness, and hope to build trust and engage with clients.
10. Collect, organize, and interpret client data, including the use of genograms, ecomaps, and strength-based assessment interviews with individual clients.
11. Develop a mutually agreed-on focus of work and desired outcomes with individual clients.
12. Use evidence-based practice to select appropriate intervention strategies for practice with individuals.
13. Collaborate with professionals from various educational backgrounds to promote client goals and wellbeing.
14. Communicate effectively with clients and colleagues through videoconferencing and other technology.
15. Implement generalist social work interventions that enhance client capacities, including task-centered interventions, crisis intervention, client-centered counseling, advocacy, and case management.
16. Facilitate transitions and endings in relation to practice with individuals.
17. Critically analyze, monitor, and evaluate interventions with individuals.

# Teaching Methodology

The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of readings, lectures, role-plays, videos, group discussions, quizzes, and assignments. The course assignments are designed to help you integrate theory, values, and skills through the processes of reflection, self-awareness, and professional growth. The instructor will endeavor to maintain a safe and respectful environment in the classroom. The instructor will employ an organic approach to the teaching of this course, emphasizing experiential as well as cognitive understandings of the course content (e.g., discussing, observing, practicing, and reflecting on social work skills as used in various practice situations).

# Course Assignments and Grading

Given that this is a "practice" course, the following assignments are designed to prepare students for practice. The online quizzes are relatively simple tests to ensure everyone is reading and understanding the materials in the practice textbook. The other assignments are based on application and demonstration of social work skills and strategies for generalist practice with individuals, including engagement, assessment, planning, intervention, and evaluation of practice.

### Online Quizzes (20%)

Each student will take 5 online quizzes, posted on Canvas (topics and due dates are listed on the week-by-week outline). Each quiz contains 10 multiple-choice questions based on required readings from the Hepworth, Rooney, Rooney, and Strom-Gottfried textbook. Each quiz is worth up to 4% toward the final grade, with a total possible 20% for all 5 quizzes. Students have 20 minutes to complete each quiz (there will be a 10% deduction for going over the time limit). As per the FAU Code of Academic Integrity, students may not discuss online quizzes with one another or make use of help from anyone else. Students may use their own textbook and notes, as these quizzes are open-book tests. Students will have an opportunity to do ONE make-up quiz (as listed on the week-by-week outline) in order to make up for any one of the prior quizzes (e.g., if the student missed a due date, was sick, had computer problems, or otherwise scored low on a prior quiz). The professor will release the answers to each quiz on Canvas after all students have completed the quiz.

### Meeting with Professor (Pass/Fail)

During the first 4 weeks of the term, each student will meet with the professor for approximately 15 minutes outside of class, as per a sign-up schedule distributed in the first class. The purposes of this meeting are: for the professor and student to have an opportunity to get to know each other on a one-to-one basis, to help the professor provide individualized learning opportunities for each student, to discuss the student's learning objectives and plan for professional development, to model effective supervision and consultation practice, and to deal with any challenges or concerns that might otherwise inhibit the student's success in this class or as a social worker practicing with individual clients. **Evaluation:** Students will pass this course requirement by developing a professional learning plan that identifies learning goals, challenges, and activities to achieve these goals. Students should also demonstrate professional demeanor in behavior, appearance, and communication.

### Baseline Video - "Wing It" (Pass/Fail)

During our first or second class, each student will participate in a 2- to 4-minute role-play interview that will be video-recorded by the professor, by the student, or by a video technician (if you have an electronic device that can take videos, such as a webcam or iPhone, please bring it to class). This video will serve as a baseline for students to evaluate their progress throughout this term (and beyond if you wish). Try to do your best during this interview, but there is *no need to prepare for it*, no need to read ahead, or to practice – have fun with the role plays! People playing clients may be dramatic, humorous, passionate, and realistic. The professor will assign roles in class just before each role-play. All students who participate in this role-play will receive a passing grade, so it does not matter how wonderful or how terrible your performance is. However, each student must conduct a baseline video role-play in order to continue in this course. Students should keep these videos until at least the end of the course.

### Engagement – In-Class Role-Plays (Pass/Fail)

During our first class, students will be assigned to pairs to work on engagement skills and develop a role-play to be presented in front of the class. In the second class, each student dyad will provide the professor with a written list of their first 3 preferences for a case profile (from the choices listed on Canvas under Assignments). Feel free to be creative and add case facts that will enable you to demonstrate higher levels of skill use (e.g., age, culture, and other sociodemographic information about the client, agency context). The professor will assign dates for each dyad to present their role-play to the class. The role-play should demonstrate the skills, core conditions, and activities of an effective engagement session, including: active listening skills (attending, paraphrasing, reflecting feeling, summarizing), constructive use of silence, empathy, unconditional positive regard, genuineness, explaining confidentiality, identifying the presenting problem, and engaging the client in an appropriate informed consent process. Each in-class role-play will last 10 to 12 minutes, with each student role-playing the social worker for at least 5 minutes. The class will provide constructive feedback to each dyad, including which skills, core conditions, and activities the dyad demonstrated well, and suggestions for improvement. Demonstration of basic interviewing skills is a core component of social work practice, so all students are expected to demonstrate these skills at a solid foundational level. Student should also be able to provide a balanced critique of their specific strengths and learning needs. If any student does not pass this assignment, the professor and student will meet (outside of class time) to discuss next steps.

Debriefing questions for the role-plays will cover the following questions:

1. How did the "social worker" feel during the exercise?
2. How did the “client" feel during the exercise?
3. Which skills, core conditions, and activities of engagement did the student demonstrate well?
4. What is one specific example of how the student could improve upon his or her interviewing skills, core conditions, and activities of engagement did the student demonstrate well?

Some students feel very calm and confident about role-playing in front of the class; others may feel some level of anxiety. Remember that we all come from a variety of experiences, working styles, and skill levels. Regardless of our past experience and skills, we all have much to learn in order to develop into more effective social workers. To prepare yourself emotionally for the role-plays, you may find it useful to tell yourself, "It's ok to mess up," and "I'm here to learn, not to try to look perfect so I can impress others." Applying the strengths perspective, peer feedback on role-plays will focus on each student's effective use of skills.

**Evaluation criteria:** (a) Ability to demonstrate effective active listening skills (attending, paraphrasing, reflecting feeling, summarizing), empathy, unconditional positive regard, genuineness, explaining confidentiality, identifying the presenting problem, and engaging the client in an appropriate informed consent process), and (b) Ability to identify effective and problematic interviewing behaviors.

### Engagement - Interview and Process Recording (30%)

The purpose of this assignment is to practice and develop social work skills in the engagement stage, with particular emphasis on listening skills and how you demonstrate the core conditions of a therapeutic relationship. For this assignment, students (working in groups of 2 or 3) will video-record a role-play of a social worker conducting an engagement interview with an individual client (you may use a webcam, Smart phone, or video camera to record the interview; make sure you can upload it to the Internet on YouTube or Google Docs). Students may choose scenarios from Canvas or submit their own scenario for advanced approval by the professor. Students must choose a different scenario from the ones they used for the "In-Class Role-Play" above (students may use the same pairings as for the prior assignment, or team up with someone else). **Each student should role-play the social worker for 10 to 15 minutes** (all students in the group should use the same scenario). **When role-playing, use a client-centered approach to generalist social work practice**. *Please dress and set up the room as you would for a real social worker-client meeting* (paying attention to the agency context). **The student playing the client should present the social worker with some challenges in engagement (mistrust, confusion about social worker’s role, difficulty understanding confidentiality, anger about seeing social worker, etc.), so the social worker can demonstrate engagement skills at a higher level.** The following list provides the primary interviewing skills that you should try to demonstrate in this assignment:

* + Attending skills (use of body language, tone of voice, and other nonverbal communication to demonstrate you are listening; constructive use of silence)
	+ Simple encouragement (minimal prompts)
	+ Accent responses
	+ Active listening skills:
		- Paraphrase (restatement; rephrase – belief, story, perception)
		- Reflect (reflect feeling)
		- Summarization (key points over a segment of the meeting)
		- Clarification / checking back
	+ Providing information (clear, plain language, nonjudgmental, fact rather than opinion; explaining services, agency policies)
	+ Engaging client in a discussion of confidentiality, exceptions, and informed consent

(Use questions *sparingly*, if at all. Do NOT use higher-level skills such as constructive confrontation or interpretation, and DO NOT go into assessment, planning, or intervention stages; avoid use of self-disclosure)

**Each GROUP OF STUDENTS will prepare and submit ONE process recording assignment, including the following components** (as demonstrated by the sample paper on Canvas under Assignments):

Title Page: The title page should include the title of the assignment; the students' names and email addresses, the course name, the professor's name, due date for the assignment, confidentiality statement, and URLs (Web addresses) for each student’s online video.[[1]](#footnote-1)

Introduction: Provide a one-page introduction that identifies the client situation, the social worker's original purpose for the interview, the presenting problem, agency context, and the role of the social worker. You could cite an article on the role of the social worker in your particular case (e.g., school social worker, probation officer, case manager).

Transcript and detailed (micro) analysis: Students will use a four-column, process-recording table to analyze 5 to 8 minutes of the interview. The columns will include the following information.

Left Column: Verbatim – Provide a word-for-word transcript of what the social worker and client said. Each piece of worker or client content should begin with a row (see Canvas, under Assignments, for a sample and a template that you can use)

2nd Column: Worker Observations and Interpretations – Provide descriptions of direct observations of the client's nonverbal behavior, plus the worker's interpretations of those behaviors.

3rd Column: Categorization of Skills – Use the Categorization of Skills Form provided on Canvas to categorize each worker statement in your interview (including effective skills and problematic worker behaviors). Be specific (e.g., “Use of reflection of feeling to demonstrate empathy at a Level 3; “Use of open question to elicit information about the client’s coping strategies”)

 Right Column: Alternatives – Select 5 or 6 worker statements that you believe were problematic, or could be improved upon. Identify what the problem or deficiency was, and provide a better alternative response (verbatim) that the worker could have used.

[You do not need to fill in all of the boxes in the table]

Meta-Analysis (*one for each student*)

Each student should provide an analysis of the overall pattern of skills and focus that he or she demonstrated in his or her interview segment (including transcribed and nontranscribed parts of the interview). Refer to specific worker responses in your critique. What major strengths are evident? What specific suggestions can you make for improvement? Discuss the effect of your overall approach on your work with this person. What feelings did you experience (as the worker) during the interview? What did you learn about your own personal interviewing style? Compare your performance in this tape with the interview you conducted in Assignment 1: In what ways have you developed? What are your ongoing learning needs with respect to interviewing? Strengths and learning needs that you identify in this assignment may be useful in identifying learning objectives for your Learning Contract at your Field Placement. This section should be 1 to 2 pages per student.

Reference List

Include any references that you cite, including the course textbook, the NASW Code of Ethics, and any other books, videos, or articles that you have used for this assignment (though you do not need to go beyond the course textbook and NASW Code for this assignment).

Students should submit their papers as a group Canvas (under the Process Recording Assignment) by the due date listed in the week-by-week outline. You will need to set up a group on Canvas, and then have one member of your group submit for the whole group. Within the assignment, please provide the professor with a URL (weblink) where the professor can pick up the video online (e.g., using Google Docs, [www.dropbox.com](http://www.dropbox.com), or [www.youtube.com](http://www.youtube.com) and ensure the professor has access to the video/file). If you do not want to post your video online, you may give the professor a Flash Drive containing the video.

**Evaluation Criteria:** (a) use of appropriate format for the process recording, (b) clarity of the introduction, (c) accuracy of the transcript, (d) specificity of observations and reasonableness of interpretations, (e) correct identification of skills, (f) accuracy of identified problems and alternatives that rectify the problems, and (g) level of reflection concerning strengths, learning needs, and emotional responses as the worker.

**This assignment will be done in groups of 2 or 3. Please do not share your assignment or access help from others outside of your groups prior to submitting your assignment. To do so is a violation of the FAU Code of Academic Integrity. If any student has questions about the expectations for this assignment, please contact me directly.**

### Microskills Identification Assignment: Assessment & Planning (15%)

The professor will provide students with a transcript of a social work interview in a process recording format. Each student (working individually) will identify the skills used by the social worker (in the middle column) and critique the skills used (in the right-hand column). In the critique column, students will identify the strengths and limitations of the skills used, and provide alternate responses for any social work responses with significant limitations or problems (i.e., dysfunctional behaviors such as giving advice, being unclear, demonstrating disrespect, breaching a particular section of the NASW Code of Ethics, or not responding accurately to the client's content). At the end of the assessment interview, students will identify client strengths and diversity factors (social identity groups), and describe how the worker’s knowledge of these factors will inform future work with this client. Students will describe a strategy for advocating for needed services for the client.

**Evaluation Criteria**: (a) accurate classification of skills demonstrated in the transcript, (b) accurate recognition of strengths and limitations of the skills demonstrated in the transcript, (c) demonstration of positive alternative worker responses to correct limitations and problems in the original interview, (d) accurate identification of client strengths and diversity factors (social identity groups), (e) ability to apply readings about the client’s diversity to the situation portrayed in the assessment interview, and (f) clarity and feasibility of the plan to advocate for services.

**Please do not share your assignment or access help from others prior to submitting your assignment. To do so is a violation of the FAU Honor Code. If any student has a question about the expectations for this assignment, you may contact the professor directly.**

### Final Assignment: Psychosocial Assessment and Treatment Plan (30%)

The professor will show a movie/video during one of the last classes (see week-by-week schedule for exact date). Students (in groups of 2 or 3) will develop a psychosocial assessment and treatment plan based on one of the movie's main characters. The professor will provide students with additional information to identify the agency context and how the lead the character came to see a social worker. The psychosocial assessment will include the following areas of content:

1. Presenting problem
2. Client background (Provide a coherent picture of the client using a biopsychosocial-spiritual narrative, including diversity factors; provide *factual information* in this section; you will formulate *professional opinions* in the assessment section below)
3. Client strengths
4. Client concerns, challenges, and needs
5. Genogram (You may include this under client background, in reference to family background)
6. Ecomap (Refer to your ecomap and genogram in your written descriptions)
7. Assessment (Provide your professional assessment of the nature and causes of the client's challenges, which will be used as the basis of your treatment plan, below. Link case information with knowledge from 3 or 4 scholarly readings (journal articles and, or textbooks) related to the client's diversity, social, economic, and environmental justice issues, and presenting problem [could apply systems theory, sociocultural theory, developmental theory, cognitive-behavioral theory, etc.; if using instruments to assess client or evaluate outcomes, provide citations for those measures]
8. Evidence-based treatment plan – client goals [at least 3] and objectives, plans for intervention (worker and client responsibilities; using a format covered in class)
9. Ethical issue – Identify at least one ethical issue that might arise in working with this particular client and cite the ethical standards from the NASW Code of Ethics that may apply in dealing with this ethical issue. Describe how you would resolve the ethical issue.
10. References in APA format (for APA help, click [here](http://owl.english.purdue.edu/owl/resource/560/01/))

The paper will be 7-11 single-spaced pages, submitted in MS Word format (if you do not have MS Word, use the *save as* function before submitting it). Please upload your paper to CANVAS (under assignments) by the due date listed in the week-by-week outline. You may upload your genograms and ecomap within your paper or as separate files. A sample psychosocial assessment and template are available on CANVAS.

**Evaluation criteria:** (a) comprehensive and accurate coverage of content areas listed above, (b) literary competence (clarity, conciseness, grammar, spelling, APA format for the references, use of scholarly sources), (c) demonstrated use of social work perspectives (strengths, ecological, micro/mezzo/macro, social/economic/environmental justice, social work values and ethics).

**Please do not share your assignment or access help from others outside of your pairings prior to submitting your assignment. To do so is a violation of the FAU Honor Code. If any student has a question about the expectations for this assignment, you may contact me directly.**

### Participation (5%)

**Evaluation** of student participation will be based upon the following criteria: (a) functions within clearly defined professional boundaries (attends classes, arrives on time, prepared for class by doing readings in advance, completes assignments in timely manner, demonstrates appropriate professional boundaries in role-plays), (b) demonstrates personal reflection and self-correction to assure continual professional growth, (c) demonstrates professional demeanor in class (respectful of others, self-initiating, asks relevant questions, and actively participates in role-plays, class discussions and other experiential exercises); (d) consults with professor to advance professional development, and (e) Recognizes and manages personal values in a way that allows professional values to guide practice (in class discussions and role-plays).

# Grading

The grading scale for this course is as follows:

 94-100=A 80-83= B- 67-69= D+

 90-93= A- 77-79= C+ 64-66= D

 87-89= B+ 74-76= C 60-63= D-

 84-86= B 70-73= C- 0-59= F

**Incomplete Grades:** A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete – this requires a signed contract with the instructor, indicating which assignments need to be completed and within what timeframe. Please refer to the Graduate Catalogue for complete information on this matter.

# Required Textbook and Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.). Belmont, CA: [Cengage](http://www.cengage.com). ISBN-13: 9781305633803

This textbook is available in the FAU bookstore or from [www.amazon.com](http://www.amazon.com). You may use the 9th edition (due to cost and availability of used books); however, please compare your book to the 10th edition to check for differences in page numbers and content (take a look at a copy from the professor or a colleague in class). We will also make use of the NASW Code of Ethics, which you should receive from NASW (when you become a member) or may find online at <http://www.naswdc.org/pubs/code/default.asp>. The professor may assign additional readings, which will be distributed in class or made available online using Canvas (under "Modules").

# Week-By-Week Outline: Topics, Readings, and Assignments

The following outline of topics and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them. "HRRS" refers to readings in our primary Hepworth, Rooney, Rooney, and Strom-Gottfried; "Canvas" refers to readings posted on Canvas under Modules.

**NOTE: Quizzes are due the day PRIOR to our classes. PLEASE mark dates for the quizzes on your calendars now, so that you do not miss any due dates.**

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| --- | --- | --- |
| ***Class*** | ***Topics*** | ***Readings / Assignments Due*** |
| Class 1August 21 | **Introduction** to class and assignmentsDysfunctional role-play – Constructive feedbackBaseline Video – please bring your own video recording devices (smart phone, video camera, laptop with camera).Dyads and groups for role-playsIntroduction to **Canvas Quizzes**Introduction to Generalist Intervention Model , ecosystems, micro/mezzo/macro practice, & planned change stepsSW mission, purposes, domains, and rolesSW Values and EthicsIntervention Selection - Critical thinking | Course SyllabusCanvas (<http://canvas.fau.edu>) HRRS Chap.1 – The Challenges and Opportunities of Social WorkHRRS Chap.2 – Direct Practice: Domain, Philosophy, RolesCanvas – Case Profiles for Role-Plays (under Modules)Canvas – Demonstration Quiz (to be demonstrated in class)Please Complete “Student Information Sheet” under Modules in Canvas. |
| Class 2Aug. 28 | **General Intervention Model – 3 phases / 6 stages****Engagement** – building trust, informed consent, and confidentiality**Micro practice skills:** Interviewing, reflective practitionerRogers' core conditions: empathy, authenticity, unconditional positive regardFundamental communication skills (active listening, paraphrasing, reflective listening, summarizing, clarifying, focusing, structuring)Select cases for role-playsRole-play: Active listening (no questions) | HRRS Chap.3 – Overview of the Helping ProcessHRRS Chap.5 – Building Blocks of Communication (conveying empathy, authenticity, and respect through microskills)**DUE Aug. 27 at 10 PM:** **Practice Quiz on Chapters 1 and 2** |
| Class 3September 4 | **Professional & personal values**NASW Code of Ethics; breachesLegal duties; ethics and agency policyFramework for Managing Ethical Issues: conceptualizing an ethical dilemma, hierarchy of ethical principlesProfessional boundaries & relationshipsConscientious use of selfRole-play: Explaining confidentiality; duties to report, facilitating informed consentMicroskills – exploring deeper levels (probing questions), verbal tracking, information giving | HRRS Chap.4 – Operationalizing SW ValuesNASW Code of Ethics – [www.naswdc.com](http://www.naswdc.com)Canvas – Dr. Barsky's Framework for Managing Ethical IssuesHRRS Chap.6 – Verbal Following, Exploring, and Focusing Skills**DUE Sept. 3 by 10 PM: Quiz on Chapters 3 and 5** |
| **ONLINE CLASS** | Technology and Social Work Practice | See CANVAS for readings and exercises on electronic record keeping, videoconferencing, and practice standards on using technology in practice |
| Class 4September 18*(Yom Kippur starts in evening)* | **Engagement – In-Class Role-Plays** (First 4 pairs) \* Bring audio or video recorders**Dysfunctional Skills*** Nonverbal challenges
* Blaming, judging
* Advising, analyzing
* Shotgun questions, stacking
* Dominating

Process recording | HRRS Chap. 7 – Eliminating Counterproductive Communication Patterns & Substituting Positive AlternativesCanvas – Process recording sample and template**DUE Sept. 17 by 10 PM: Quiz on Chapters 4 and 6** |
| Class 5Sept. 25 | **Engagement – In-Class Role-Plays** (Second 4 pairs) \* Bring audio or video recorders**Assessment**Assessment vs. DiagnosisDiversity and Cross-Cultural Issues (using an ethnographic interviewing approach)Presenting Problem(s)* Ascribed meaning
* Onset, frequency, duration
* Client responses

Stresses / Strengths / ResourcesPreparation for Assignment: Engagement Interview and Process Recording | HRRS Chap.8 – Assessment: Exploring & Understanding Problems & Strengths**DUE Sept. 24 by 10 PM: Quiz on Chapter 7** |
| Class 6Oct. 2 | **Engagement – In-Class Role-Plays** (Third 2 pairs) \* Bring audio or video recorders**Assessment*** BPSS – holistic – physical, psychological, social, spiritual
* Assessment types – screening, psychosocial, specialized
* Genograms
* Ecomaps

Assessing for suicidal ideation: Risk groups Ideation and plan Social support Coping Warning signsRole-plays(Note: we won't be covering families and groups in this class, but Chapters 10 and 11 will be relevant for your Practice with Families and Groups course) | HRRS Chap.9 – Assessment: Intrapersonal, Interpersonal, and Environmental FactorsAssignment 1: Engagement: Class Role-Plays (cont'd)(Recommended: Kennedy article on Ecomaps on Canvas under Modules)**DUE Oct. 1 by 10 pm: Quiz on Chapter 8** |
| Class 7Oct. 9 | Developing an intervention plan: Goals, Objectives, Contracting* Mutuality, Specificity
* Measurement and Evaluation
* Evidence-based treatment
* Transtheoretical Model of Change

Preparation for Microskills Identification Assignment | HRRS Chap.12 – Developing Goals and Formulating a ContractCanvas - Microskills Identification Assignment – SAMPLE**DUE on Oct. 8 by 10 pm:** Engagement: Interview and Process Recording – Upload to CANVAS under Assignments as a Group |
| Class 9October 16 | **Planning & Implementation in GIM:** Models and techniques of practice:* Task-Centered
* Crisis Intervention
* Cognitive Restructuring,
* Solution-Focused

Preparation for psychosocial assessment assignment | HRRS Chap.13 – Planning & Implementing Change-Oriented StrategiesCanvas – Psychosocial assessment sample and template (under Assignments) |
| Class 10October 23  | **Intervention Processes*** Relationship between micro and macro practice
* Consciousness Raising
* Advocacy (including concerns related to economic, social, and environmental justice)

**Recording data (SOAP)** | HRRS Chap.14 – Developing Resources, Advocacy, and Organizing as Intervention StrategiesCanvas – Progress Notes (SOAP format) |
| Class 11Oct 30 | **Higher-Level Skills*** Deeper feelings
* Hidden purposes
* Constructive confrontation
* Interpretation
 | HRRS Chap.17 – Additive Empathy, Interpretation, and Confrontation**DUE Oct. 29 at 10 pm: Quiz on Chapter 14** |
| Class 12November 6Regular Class(CSWE from Wednesday to Sunday this week in Orlando – Students could volunteer) | **Potential Barriers to Change*** Transference
* Opposition to Change
* Self-care: vicarious trauma, burnout, & secondary stress
* Cross-Cultural Issues

Possible special guest for role-plays ☺ | HRRS Chap.18 – Managing Barriers to ChangeRecommended: Newell, J., & Nelson-Gardell, D. A. (2014). Competency-based approach to teaching professional self-care: An ethical consideration for social work educators. *Journal of Social Work*, 50, 427-439.**DUE Nov. 5 at 10 pm:** Microskills Identification Assignment. Upload to CANVAS under Assignments  |
| Class 13 November 13 | **Termination, Evaluation, and Follow-Up**Decision about interventions for the final classes**Practice for final assignment** | HRRS Chap.19 – Final Phase: Evaluation & Termination |
| Class 14November 20(Thanksgiving week) | **We will show a movie for the final assignment – Psychosocial Assessment and Treatment Plan** (students may take notes during movie)Skill development role-plays - Class choice on evidence-based interventions: relaxation techniques, gestalt, TTM, motivational interviewing (esp. with involuntary clients), logotherapy, compassionate listening, narrative therapy, mediation, advocacy… | No additional readings |
| Class 15November 27(Last Class.) | Skill development role-plays: Intervention (as above)Last class: Termination celebration/pot luck, skill development, loose ends, ongoing professional development; how practice with individuals fits with macro and mezzo practice | No additional required readings from textbook (Recommended readings will be based on which interventions students want to learn in this class) |
| **Exam Week - No Class**(as per FAU policy, the first week of December may be used as a make-up class in case of canceled classes for emergencies earlier in the term) |  | **DUE December 6 by 10 PM**: Final Assignment: Psychosocial Assessment and Treatment Plan (Upload to CANVAS as a group under Assignments)**OPTIONAL – Due by 10 pm on Dec. 8 – Make-up quiz on Chapter 18** |

\* In the event of a hurricane warning, see [www.fau.edu](http://www.fau.edu) or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

# Class Attendance and Participation

Social work education is designed to help you prepare for professional practice. To model ethically appropriate practice, **please treat coming to classes as you would treat working at an agency**. Given the Council on Social Work Education’s requirements for professional behavior*, attendance for all classes is required.* More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. You may be asked to present documentation from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, you may be required to withdraw or retake the class*. Whether or not there is a documented, excused absence, if a student misses more than 2 classes (or 6 hours of class time), the student will receive a substantial decrease in the final grade. As per FAU policy, attendance at the first class is mandatory. If a student misses the first class, that student may be asked to withdraw from the course and re-register in a future term.

# Expectations of Professional Behavior and Practice

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education ([www.CSWE.org](http://www.CSWE.org)) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability**: Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.*

*Complete work in a timely fashion and according to directions provided.*

*Come to class prepared, with readings and other homework completed.*

1. **Respect**: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

*Listen while others are speaking.*

*Give feedback to peers in a constructive manner.*

*Approach conflict with peers or instructors in a cooperative manner.*

*Use positive and nonjudgmental language.*

1. **Confidentiality**: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.*

*Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)*

*Never use names of clients or disclose other identifying information in the classroom.*

1. **Competence**: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens.*

*Seek out appropriate support when having difficulties to ensure success in completing course requirements.*

 *Take responsibility for the quality of completed tests and assignment.*

*Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

1. **Integrity**: Practice being honest with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other’s work properly.*

*Do your own work and take credit only for your own work.*

*Acknowledge areas where improvement is needed.*

*Accept and benefit from constructive feedback*

*Submission of Papers:**Students will submit their written assignments electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*

1. **Diversity**: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, heterosexism, or stereotyping.*

*Exhibit a willingness to serve diverse groups of persons.*

*Demonstrate an understanding of how values and culture interact.*

1. **Communication**: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers and instructors.*

*Practice positive, constructive, respectful, and professional communications skills*

*with peers and instructor, including body language, empathy, and listening.*

8. **Social Justice**: Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*

*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

# Consequences of Unacceptable Behavior

The School of Social Work may terminate a student’s participation in the program on the basis of professional non-suitability if the School’s faculty members determine that a student’s behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.

1. Academic cheating, lying, or plagiarism.
2. Behavior judged to be in violation of the NASW Code of Ethics.
3. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
4. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
5. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
6. Documented evidence of criminal activity occurring during the course of study.

# Policy on Use of Technology, Cell Phones, and Recording Devices in the Classroom

The School of Social Work prohibits the use of cell phones, beepers, computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Student Accessibility Services. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

# Bibliography

The following books are recommended (supplementary) readings:

Adler, R. B., & Proctor, R. F. (2014). *Looking out, looking in.* (14th ed.). Belmont, CA: [Cengage.](http://www.cengage.com/)

Arkowitz, H., Miller, W. R., & Rollnick, S. (2016). Motivational interviewing in the treatment of psychological problems (2nd ed.). New York: [Guilford Press](http://www.guilford.com).

Barsky, A. E. (2010). *Ethics and values in social work: An integrated approach for a comprehensive curriculum*. New York: [Oxford University Press](http://WWW.OUP.COM).

Barsky, A. E. (2012). [Clinicians in court: A guide to subpoenas, depositions, testifying, and everything else you need to know](http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/barsky.htm&sec=summary&dir=pp/law&cart_id=73856.13364) (2nd ed.). New York: [Guilford Press](http://www.guilford.com/).

Barsky, A. E. (2017). *Conflict resolution for the helping professions.* New York: [Oxford University Press](http://WWW.OUP.COM).

Brew, L., & Kottler, J. (2016). *Applied helping skills.* Thousand Oaks, CA: [Sage](http://www.sagepub.com).

Campbell, C. & Baikie, G. (2013). Beginning at the beginning: An exploration of critical social work, *Critical Social Work*, *13*, 67-81. Retrieved from <http://www1.uwindsor.ca/criticalsocialwork/system/files/Beginning_at_the_Beginning.pdf>

Corey, M., & Corey, G. (2016). *Becoming a helper* (7th ed.)*.* Belmont, CA: [Cengage.](http://www.cengage.com/)

Cournoyer, B. (2017). *The social work skills workbook* (8th ed.)*.* Belmont, CA: [Cengage.](http://www.cengage.com/)

Cox, K., & Steiner, S. (2013). *Self-care in social work: A guide for practitioners, supervisors, and administrators.* Washington, DC: NASW Press.

\*\*\* Cummins, L.K., Sevel, J.A., & Pedrick, L. (2012). Social work skills for beginning direct practice (3rd ed.). Boston, MA: Pearson \*\*\* Comes with a useful CD ROM demonstrating the skills.

D’Andrea, M. J. (2013). *Social justice counseling.* Thousand Oaks, CA: [Sage](http://www.sagepub.com).

De Jong, P., & Berg, I. K. (2008). *Interviewing for solutions* (3rd ed)*.* Belmont, CA: [Cengage.](http://www.cengage.com/)

Dolgoff, R., Loewenberg, F. M., & Harrington, D. (2012). *Ethical decisions for social work practice* (9th Ed.). Belmont, CA: [Cengage.](http://www.cengage.com/)

Evans, D. R., Hearns, M. T., Uhlemann, M. R., & Ivey, A. E. (2017). *Essential interviewing: A programmed approach to effective communication* (9th ed.). Belmont, CA: [Cengage.](http://www.cengage.com/)

Geroski, A. (2016). *Skills for the helping professions*. Thousand Oaks, CA: [Sage](http://www.sagepub.com).

Gitterman, A., & Germain, C. B. (2008). *The life model of social work practice: Advances in theory and practice.* (3rd ed.). New York: Columbia University Press.

Gutierrez, L., Parsons, R., & Cox, E. (2003). *Empowerment in social work practice: A sourcebook.* Belmont, CA: [Cengage.](http://www.cengage.com/)

Heard, H., & Swales, M. (2015). *Changing behavior in DBT: Problem solving in action*. New York: Guilford Press.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Belmont, CA: [Cengage](http://www.cengage.com). {see also, Ivey’s books on *Basic Attending Skills*, *Basic Influencing Skills*, and *Group Microskills;* Basic Attending Skills is also available in Spanish – *Las Habilidades atencionales basicas*.}

Johnson, L., & Yanca, S. J. (2007). *Social work practice* (9th ed.). Boston: [Pearson.](https://www.pearsonhighered.com/)

Jongsma, L, Peterson, M., & Bruce, T. J. (2006). *The complete adult psychotherapy treatment planner.* Chicago: [Lyceum Books](http://www.wiley.com).

Kadushin, A., & Kadushin, G. (2013). *The social work interview.* (5th ed.). New York: [Columbia University Press](http://cup.columbia.edu).

Kirst-Ashman, K., & Hull, G. (2015). *Generalist practice with organizations and communities* (6th ed.). Belmont, CA: Cengage.

Krogsrud Miley, K., O-Melia, M. W., & Dubois, B. L. (2016). *Generalist social work practice: An empowering approach*. Boston: [Pearson.](https://www.pearsonhighered.com/)

Lum, D. (Ed.) (2011). *Culturally competent practice: A framework for growth and action* (4th ed.)*.* Belmont, CA: [Cengage.](http://www.cengage.com/)

Marsch, L., Lord, S., & Dallery, J. (2015). *Behavioral healthcare and technology: Using science-based innovations to transform practice*. New York: Oxford University Press.

McAuliff, G. (2013). *Culturally alert counseling* (Book and 6 DVD Set – 2nd ed.). Thousand Oaks, CA: [Sage](http://www.sagepub.com).

McGoldrick, M. (2016). *The genogram casebook: A clinical companion to Genograms: Assessment and intervention.* New York: Norton.

Miley, K. K., O'Melia, M. W., & DuBois, B. L. (2017). *Generalist social work practice: An empowering approach* (8th ed.). Boston: [Pearson.](https://www.pearsonhighered.com/)

Morgaine, K., & Capous-Desyllas, M. (2015). *Anti-oppressive social work practice: Putting theory into action.* Thousand Oaks, CA: [Sage](http://www.sagepub.com).

Morrison, J. (2017). *The first interview* (4th ed.). New York: [Guilford Press](http://www.guilford.com).

Murphy, B., & Dillon, C. (2015). *Interviewing in action in a multicultural world* (5th).Belmont, CA: [Cengage.](http://www.cengage.com/) ISBN-13: 9780840032096

\* *New Social Worker* - <http://www.socialworker.com> (free online magazine for social work students and others entering the profession)

Nystul, M. (2016). *Introduction to counseling.* Thousand Oaks, CA: [Sage](http://www.sagepub.com).

Pare, D. (2013). *Collaborative helping skills* (DVD). Thousand Oaks, CA: [Sage](http://www.sagepub.com).

Paniagua, F. A. (2013). *Assessing and treating culturally diverse clients*. Thousand Oaks, CA: [Sage](http://www.sagepub.com).

Parsons, R. D., & Zhang, N. (2013). *Becoming a skilled counselor*. Thousand Oaks, CA: [Sage](http://www.sagepub.com).

Ratner, H., George, E., & Ivenson, D. (2012). *Solution focused brief therapy: 100 key points and techniques*. New York: Routledge.

Reamer, F. G. (2017). Multiple relationships in a digital world: Unprecedented ethical and risk-management challenges. In O. Zur. (Ed.). *Multiple relationships in psychotherapy and counseling: Unavoidable, common, and mandatory dual relations in therapy* (pp. 196-206). New York: Routledge.

Robinson-Wood, T. (2016). *The convergence of race, ethnicity, and gender: Multiple ethnicitie in counseling.* Thousand Oaks, CA: [Sage](http://www.sagepub.com).

Rodgers, O. W. (2013). *Beginnings, middles, & ends: Sideways Stories on the art and soul of social work*. Harrisburg, PA: White Hat Communications.

Saleebey, D. (2013). *The strengths perspective in social work practice*. (6th ed.). Boston: [Pearson.](https://www.pearsonhighered.com/)

Sheafor, B., & Horejsi, C. R. (2015). *Techniques and guidelines for social work practice* (10th ed.)*.* Boston: [Pearson.](https://www.pearsonhighered.com/)

Shulman, L. (2016). *The skills of* helping *individuals, families, groups, and communities* (8th ed.)*.* Belmont, CA: [Cengage.](http://www.cengage.com/)

Sidell, N., & Smiley, D. (2013). *Professional communication skills in social work* (6th ed.). Boston: [Pearson.](https://www.pearsonhighered.com/)

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Tannen, D. (2007). *You just don’t understand: Women and men in conversation.* New York: Harper.

Tannen, D. (Ed.) (1993). *Gender and conversational interaction.* New York: [Open University Press](http://www.oup.com/).

Turner, F. J. (2011). *Social work treatment: Interlocking theoretical approaches* (5th edition). New York: [Open University Press](http://www.oup.com/).

Trevithick, P. (2012). *Social work skills* (3rd ed.). New York: [Open University Press](http://www.oup.com/).

Zastrow, C. (2016). *Generalist social work* practice (11th ed.)*.* New York: [Open University Press](http://www.oup.com/).

# Sample Interviewing Videos (Online)

(You may purchase a license from Cengage to use the online learning materials, including videos, that supplement our course textbook (Hepworth). We will not be using these in class and you do not need to purchase this license. However, some students find these online materials to be a useful supplement for their learning)

Andria’s counseling session. Retrieved from <http://www.youtube.com/watch?v=p6N5NA-k5uA&feature=related>

Carl Rogers. Retrieved from <https://www.youtube.com/watch?v=24d-FEptYj8>

Counseling with Latinos. Retrieved from <http://www.youtube.com/watch?v=UEOG-8kv43o>

Counselling Roleplay: Reflecting, paraphrasing and summarising only. Retrieved from <https://www.youtube.com/watch?v=2aRq1LC05-A>

Dilbert: Good morning and bad listener skills. Retrieved from <http://www.youtube.com/watch?v=xAp9n3yBjyo&feature=related>

Elderly lady: Bad take. Retrieved from <http://www.youtube.com/watch?v=7lq2xeJeJqQ>

Multicultural Counseling. Retrieved from <https://www.youtube.com/watch?v=4QfaGsgKDlk> (interview starts around 5:30)

**SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

**STUDENT ACCESSIBILITY SERVICES**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

**DISCRIMINATION OR HARASSMENT** – 561-297-3004

Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance ( <https://www.fau.edu/eic> ). The Boca Raton office is located in Administration Building Room 265. FAU’s full Nondiscrimination Policy is posted at <http://www.fau.edu/regulations/chapter5/Reg%205.010%206-2015.pdf>

**RELIGIOUS HOLIDAYS**

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

**ATTENDANCE**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

 Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed

 Please advise the instructor at the beginning of the term if you require accommodations for *religious holidays*.

**CODE OF ACADEMIC INTEGRITY**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

**COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER**

additional information on student rights and responsibilities, please see the FAU Catalog at Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau,edu/counseling/

**ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and MSW policies at http://cdsi.fau.edu/ssw/current-students/msw

1. **Confidentiality Statement:** Indicate on the first page that the client gave permission for you to use the material, and state that there is no identifying information in order to respect the confidentiality of the client. [For example: “The client has provided written consent for this interview to be recorded and transcribed for educational purposes. All identifying information has been modified in order to respect the client’s right to confidentiality. Upon completion of this course, all digital, analogue, and paper copies of this interview and transcript will be destroyed.”] [↑](#footnote-ref-1)