I. COURSE RATIONALE

A. Relationship to the School of Social Welfare’s Mission. Clinical social work practice occurs in a variety of settings, from large public and private agencies and institutions through, at the other end of the spectrum, many types of individual and group private practice situations. Thus, there is no single kind of problem or type of clientele that characterizes the practice of clinical social work. Because of these and other practice demands, this course is designed to teach advanced knowledge and skills that transcend contextual factors in order to produce a variety of positive client outcomes in all practice situations. In addition, this course focuses on the commitment of clinical social work practitioners to provide services to those groups who, by reason of class, race, sex, or other characteristics, are not ordinarily well served by many institutions in this society.

The purpose of the clinical concentration is to prepare students to work effectively with individuals, families, and small groups. In order to accomplish this, students need to acquire specialized knowledge and skills within a given field of practice. In this concentration, special emphasis is placed on development of a range of skills which can be applied in direct service work in a variety of agency settings. Further, socialization into the professional community and development of one’s professional identity as a clinical practitioner are areas of emphases integrated into the learning agenda. At the heart of the socialization process is the emphasis on values and ethics which transcend specific practice contexts or populations.

B. Relationship to other courses in the curriculum. The knowledge base drawn upon for this clinical practice course incorporates every sector of the curriculum of the School. The courses synthesize material dealing with definitions of social and personal living; historical and institutional factors leading to individual and social stresses; the various institutional arrangements provided by society in which clinical helping occurs; the nature of organizational and bureaucratic dynamics; the impact of various social and public policies on clients’ lives and on their problem situations; the characteristics of clinically oriented social welfare institutions; theories about human behavior focusing on individual, dyadic, familial, and small group functioning in relation to biological, psychological, social and spiritual theories; theories about the nature and consequences of human suffering and stress; theories about the strengths and resiliencies of various populations of clients and the effects on their functioning and on the helping process; theories concerning methods of effective professional clinical intervention in the prevention, alleviation, or resolution of this suffering; clinically relevant methods of professional self-evaluation; feedback and research about the nature and effectiveness of one’s
clinical practice; and finally, modes of facilitating a professionally valid and personally gratifying continuing development in effectiveness over the life span of a professional social work career.

C. Preparation for advanced practice. This advanced clinical practice course focuses on advanced level application of theories, more sophisticated self reflection than was expected of the foundation level student, the solidification of a social work frame of reference, greater understanding of how ethics and values impact practice, greater skills in use of the DSM 5, and greater independence in clinical decision-making. This course builds on the foundation level curricula by building particularly on the generalist practice and human behavior in the social environment courses which were mastered in the foundation year of the MSW program. At the advanced level, this course provides students with the opportunity to integrate and apply knowledge gained from other advanced level course work and the corresponding advanced field practicum.

D. What this course covers. The Clinical Social Work Practice course implements the objectives of the MSW Program and of the Clinical Concentration through education for professional social work helping with individuals, couples, families, and small groups. Clinical practice, in this context, means a process in which (a) an individual social worker (b) functions through a disciplined use of self (c) with respect to available advanced knowledge of human behavior via (d) the medium of human relationships directed toward (e) value-based professional goals for the prevention, alleviation, or elimination of various forms of human suffering. Consistent with an ecological framework and the socially mandated objectives of the profession, the Clinical Concentration prepares its students to understand, engage, and alleviate such suffering in a wide variety of social, familial, and personal problem areas. These problems may be generated by physical illness or disability, life and developmental stress, social stresses (unemployment, social injustice, racism, ethnic prejudice, and sexual oppression), familial conflict, or individual intra-psychic and emotional conflicts.

Emphasis is placed on the medium of the human interaction between professionals and those they are attempting to help because clinical practice as conceived in this School begins from value assumptions of the MSW Program concerning (a) the importance of acknowledging and building on each client's strengths, (b) the worthwhileness of all individuals regardless of their social or institutional status, (c) the right of all individuals to participate in making free choices about matters important to their lives, and (d) the requirement that social workers use their advanced knowledge and skill as advocates whose primary commitment -- consonant with their professional obligations -- is to advance the well-being of

The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.

II. EDUCATIONAL OUTCOMES

By the end of the semester students will:
A. Analyze how the social work frame of reference and identity, which emphasizes the interaction between the individual and the environment, influences professional clinical social work practice.

B. Analyze the congruence and conflict between their personal values and professional social work values and responsibilities related to human rights, social and economic justice and diversity.

C. Incorporate their knowledge and understanding of human diversity and difference in professional contacts and contexts, including collegial, client and collateral relationships.

D. Demonstrate the skills required to fully explore with clients their accounts of the development of their strengths and oppressive consequences of being a member of a marginalized group.

E. Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process, including engagement, assessment, intervention, and termination tasks.

F. Describe and apply criteria for engaging collaboratively with clients in research informed clinical social work practice.

G. Describe and apply criteria for engaging in practice informed research, particularly through the evaluation of client assessments, interventions and outcomes.

H. Demonstrate social work professionalism and competency in oral and written communications.

I. Understand the importance of agency, community, and legislative policy practice in clinical social work and demonstrate their understanding of the interplay between agency, community and societal factors and clients’ lives in their case planning and interventions.

The educational outcomes in individual instructors’ syllabi should be exactly the same as in the master syllabus.

III. CURRICULUM THEMES

The overarching themes which guide the total curriculum of the School of Social Welfare are integrated throughout the practice-oriented curriculum. This course is practice oriented because knowledge is applied to specific areas of practice in clinical social work settings.

A. **Strengths**: A humanistic, empowerment approach to social work practice in clinical practice settings that operates on the assumption that all persons have untapped mental, physical, spiritual, and emotional resources. Students are encouraged to extend their understanding of assessment, goal setting, design and selection of interventions, and evaluation practice in clinical settings, and to view themselves as collaborators in working with clients to achieve their chosen goals.

B. **Diversity**: The commitment to honoring human diversity entails helping students develop an appreciation for multiculturalism and an awareness of how oppression limits human and community development.

C. **Social Justice**: This course promotes the goal that clinical social workers will work to foster economic and social justice that enables all persons to pursue their chosen goals. Students in the Clinical Social Work Practice course will examine and assess practice theories, methods, and related research in accordance with these values.
D. **Critical Perspective:** Students in the Clinical Social Work Practice course raise questions about, reflect upon, and systematically evaluate and apply the divergent theories and knowledge claims upon which social work practice is based in these clinical settings.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

IV. **THE LIBERAL ARTS PERSPECTIVE**

Building upon the liberal arts perspective, students in this course are expected to: (1) think and write clearly and effectively about their practice activities, the effects of those activities, and specific ways in which client outcomes can be improved; (2) understand ways in which knowledge is gained and applied through review of practice research findings and analysis of various practice theories relevant to clinical social work practice; (3) use knowledge of the social, biological, and behavioral sciences in completing broad based bio-psycho-social-spiritual assessments of clients' problem situations; (4) use knowledge of history in understanding oppression related to diverse groups' current functioning and the influence of family history on individual functioning; (5) understand the effects of variations in worker/client values on the clinical helping process through knowledge of clients whose cultures are different from their own.

Individual instructors’ syllabi should be exactly the same as in the master syllabus

V. **PROFESSIONAL PURPOSES AND VALUES**

The person-environment focus is the basic framework for presenting the content of this course. Students are expected to demonstrate the ability to shift from the more typical person-oriented focus to one that reflects an ability to analyze human functioning in terms of both individual and environmental influences. In addition, the value assumptions of different theories, policies, and programs will be explored throughout this course and the implication of these assumptions on the professional assessment of client functioning will be discussed.

Individual instructors’ syllabi should be exactly the same as in the master syllabus

VI. **PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS**

This is an advanced clinical practice course. Consequently, the focus is on the strengths, capacities, and potentials of individuals as they interact with their environments. This focus is achieved through the study of theory, clinical perspectives, practice models, the development of treatment plans and the means of ongoing evaluation. Lecture, discussions, and written assignments demand the melding of clinical concepts in every aspect of learning.

Content on ethnic minorities, sexual minorities, and women will be integral to this clinical practice course, with examination of how membership in these groups influences assessment, diagnosis, intervention, collaboration, evaluation of intervention, and feed-back to institutional and agency systems. Content on these special populations will be included in both readings and class discussion and students are expected to take this information into consideration in completion of all assignments.
Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VII. TOPICS

Required
- Therapeutic relationship, i.e., common factors research related to clinical relationships
- Critical thinking in social work practice as applied to:
  - Social work values and ethics
  - Diversity and oppression and
  - Impact of community/organizational contexts on clinical social work practice
- Practice models based on theoretical approaches
  - Egopsychology including its influence on the strengths perspective and developmental approaches used in social work practice
  - Behavioral therapy
  - Cognitive therapy
  - Solution focused therapy
  - Narrative therapy
- Evaluation of practice effectiveness
- Application of clinical models across the human life course

Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered.

VIII. RECOMMENDED READINGS

At least two of these required readings in each topic area must be chosen. If you have more current articles or book chapters specifically relevant to the required topics, feel free to recommend their use to the Clinical Practice CAG chair. Your mentor will need to review and approve any additions to these readings.

Required Articles and Book Chapters

**Behavior Therapy**

**Cognitive-Behavioral Therapy**
Common Factors in Psychotherapy


Ego Psychology


Narrative Therapy


Solution-Focused Brief Therapy


For individual syllabus, specify which readings are required and which are recommended.

IX. RECOMMENDED ASSIGNMENTS

#1: A Look at Oneself in the Helping Process (Assesses Educational Outcomes A, B, E and F)

Part A (Due class session #2)

Write a brief paper of 3-4 pages.

1. Discuss (1-2 pages) both your personal:
   a. strengths (resources or abilities)
   b. areas of growth (where you want to develop over this next year)
c. what you bring to the social work profession
   d. what you bring to your membership in this class.

**Be real and honest: the only “right” answer is what is true for you.**

2. Discuss your current theory of (a) how “therapeutic” changes occur, (b) what is the role of the clinical social worker in facilitating therapeutic change, (c) and how you came to believe this (1-2 pages). Keep this paper because you will use it again at the end of the semester.

Part B (Due class session #14)

**Purpose**: This assignment is intended to help you evaluate your own learning process and your professional development over this past semester by comparing your perspective at the start of the semester to that of the end of the semester. It is also intended to encourage a dialogue between you and your field instructor about your learning and growth as a social worker.

**Directions**: Review what you wrote for Part A of this assignment. Write a brief, 4-6 page paper (part B) discussing how your thinking has evolved regarding:

1. How your current view of the strengths and areas of growth (personal and/or professional) that you now bring to your social work practice has evolved. Discuss how you have changed with additional experience and idea exposure.

2. Ask your field instructor to describe their view of your strengths and areas of growth (which you can focus on next semester).
   a. Detail (give his/her own words) your field instructor’s (supervisor’s) feedback re: your strengths and areas of growth.
   b. Discuss how hearing this has affected/influenced you (e.g., how you felt, what you thought and what you’ll do with this information).

3. How your ideas about your theory has deepened re:
   a. how change occurs in the helping process,
   b. what is the role of the clinical social worker in facilitating change,
   c. and what has influenced any changes in your thoughts/”theory.”

4. What grade would you give yourself on this paper?
   a. based on the following criteria:
      A= exceptional, exceeding graduate study expectations in terms of extensive use of literature integrated into numerous practice case examples
      B= good, at the expected level for graduate study
      C= needs work, below expectations for graduate study
   b. and in terms of:
      • self-awareness
      • self-reflection
      • balanced, “critical thinking”
      • integrating & synthesizing a range of professional perspectives

Cite at least 4-6 references that guided you/helped your understanding.

#2: Thinking about Thinking *(Assesses Educational Outcomes A-G and I)*
(Due on the day each of the 5 required topics are discussed)
**Purpose:** Competent social work practice is purposeful, which means that critical thinking is necessary to not only understand the models we use, but also the ideas that inform those models. These worksheets will help you learn to think critically about where the models used to guide our clinical practice are compatible (or not) with a social work frames of reference and with current empirical evidence. (Note to instructors: This assignment works well for helping students prepare to participate in class discussion about each of the clinical models, as well as offers a format for structuring class discussion. For example, students can go around the room by responding to one topic at a time followed by other students adding the information they found or the questions/concerns they have related to that topic.)

**Directions:**

1. Use class readings, resources from other classes, and other sources you find useful to complete a worksheet for each of the five clinical models that will be discussed in class. Each worksheet is due on the day that the model is discussed.

   Note: your instructor may provide a worksheet template, which completed, will be between 2-3 pages in length.

2. Be prepared to discuss the worksheet in class so that you can understand the model’s development and application as well as critically analyze it’s “goodness of fit” with both social work theory, practice principles, and values and current outcome research.

3. Discuss the following topics in your worksheet as they relate to social work practice:
   - Major theorists/practitioners: (and what they contributed)
   - Timeframe focus (primarily past, present, or future?):
   - Underlying assumptions about causality: (e.g. why problems occur including social, environmental, political and economic contexts)
   - View on how change occurs: (e.g. what brings about therapeutic change)
   - Information gathered for “assessment”: (what information is considered relevant to the helping effort)
   - Primary “techniques” & “interventions”: (what therapists do to facilitate change)
   - Focus of helping effort: (micro, mezzo, macro)
   - Role of helper in the change process: (Expert/Partner? Directive/Supportive? Coach? Teacher?)
   - Role of client in the change process: (Self-directing? Competent/Deficient? “Student”? “Patient”?)
   - Nature and importance of helper-client relationship/alliance: (“Corrective emotional experience”?)
   - Compatibility with core social work values:
     - Self-determination (dignity & worth)
     - Mutuality (in the helping relationship)
     - Integrity (honest, trustworthy, responsible)
     - Social justice (related to diversity & oppression)
   - Compatibility with social work perspective:
     - person-in-environment perspective
     - strengths perspective
   - Empirical support for the Approach:
   - Fit with “common factors” research on what contributes to therapeutic change: (40% extra-therapeutic, 30% alliance, 15% hope/expectancy, 15% model)

**#3: Critical Incident (Assesses Educational Outcomes A-G and I)**

**Purpose:**

This assignment offers a format to help you critically reflect on your practice and on yourself as central to the helping process. Specifically, this self-reflection and self-evaluation is in regards to an event that
happened in your practice which (as happens to all of us!) left you confused, unsure of what you did, or uncertain about your competence.

**Directions:** Write a 4-6 page paper discussing the following related to a “critical incident” (an event or encounter with a client, collateral, or staff where you remain confused or unsure about what to do).

1. **Briefly** (1 paragraph) describe the context to give the reader a sense of where you are practicing, with whom, doing what, and what preceded the incident.

2. **Briefly** (1/2-3/4 page) describe the interaction/event that was puzzling and/or troubling to you. Include details of what happened, what you said and did, and what their immediate effects were.

3. Discuss in detail (1-2 pages)
   a. what your internal responses were during and following the problematic event (e.g. self-criticism, fears, defensiveness, anger, etc.).
   b. how this may relate to your own personal/professional “growing edge,” your family of origin issues/roles, your personal diversity issues, and areas you want to get better at.

4. Discuss (1/4-1/2 page)
   a. what you think happened for the other person/people involved (e.g., felt hurt, misunderstood, judged, etc.).
   b. what diversity issues may have impacted your experience.
   c. what you think they wanted from you.

5. Discuss in detail (1-2 pages) what you did to “learn your way through” the situation (turn it into a learning opportunity), including:
   a. what helped (or didn’t help) and how it helped (or didn’t help) in discussion with your field supervisor (or others from your practice setting).
   b. what readings (cite at least two from this class) helped you think about the situation, and how specifically they affected your thinking and doing/reflecting.
   c. what ideas you took from class (cite at least two) that helped, and how they helped or changed things for you (either during the event or in reflection about it).

6. Detail a plan (1/2-1 page) for next steps based on your analysis and assessment of what occurred, including:
   a. what you would do differently if a similar situation occurs in the future.
   b. what practice principles/generalizations you could draw from the experience that relate to social work principles and/or values.
   c. What questions remain regarding your practice that you would like me to respond to.

7. Cite a total of 5 references from class readings, lecture or discussion that assisted your learning.

**#4: Trying Out New Approaches (Assesses Educational Outcomes A, E, F and G)**

**Purpose:** The social work value of competent practice involves a process of continually increasing our level of competence in a variety of aspects of practice rather than achieving some end point. “Competence” also includes self-awareness, self-reflection, and self-correction. In this regard, this assignment is intended to help you be purposeful in your process of learning through trial, error and self-reflection.
Directions: Write a 4-6 page paper discussing:

1. **Briefly** (1/4-1/2 page) describe the context of your practice (setting, role, clientele, goals of agency).

2. How you applied an approach to practice which was **new** to you, drawing from the practice models discussed in this class, including:
   a. Why you select this approach.
   b. What were the key ideas that influenced your thinking and doing in your practice?
   c. Give an example of how you implemented the approach (detail what you did or said, and what you hoped to accomplish by doing so).
   d. Discuss your internal experience as you were trying out the approach (thoughts, self-talk, feelings).
   e. Discuss how the client (system) responded to your efforts, and how this in turn affected you.
      i. ask them directly for their feedback about what helped and what didn’t
      ii. observe their verbal and non-verbal responses and discuss this.

3. Discuss:
   a. What you learned about yourself through trying out the new approach.
   b. What you learned about professional social work practice by doing so (include relevance to social work values and practice principles).
   c. What questions (if any) you would like me to respond to re: your practice.
   d. What questions or areas of learning remain and how will you address them.

*Cite at least 3 sources that helped guide your learning.*

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#5: **Engaging in Solution-Building** *(Assesses Educational Outcomes D, E, and F)*

**Purpose:** This assignment will help students experience the difference between solution-building and problem-solving, and to practice the former with two basic elements of the process: refining well-defined goals and utilizing exceptions. This assignment can be modified for one of the other models that we discussed in class. (The basic assignment can be modified for one of the other required topic practice models.)

**Directions:**

1. Practice solution-building with a client (or someone who agrees to let you practice with them) by helping them:
   a. Develop, detail, and clarify their **goals** *(what they want instead of the problem)*,
   b. then search for and elaborate **exceptions** relevant to their goals.

2. Write out at least 2 pages of verbatim of any segment of your conversation showing what you asked and how the person responded as you helped them with either or both parts of the “solution-building” process (hosting goaling or exception conversations). *Audio or video tape your session so you can transcribe yours and your client’s dialogue.* [Before taping your client, you’ll need a consent form signed by your client and you will also need to obtain permission from a representative at your agency.]

3. Write a 4-6 page paper discussing:
a. what your “client’s” initial goal was (in their own words)
   i. how small, specific and within their control was your “client’s” initial goal
   ii. how your “client” responded as you helped them develop, detail, and clarify their goals
b. exceptions to problems that you helped the person explore
   i. what happened as you search for exceptions to their problems
   ii. how your “client” responded as you helped them search for, find, and elaborate exceptions to their problems.

Note: Each solution-building question you ask (from handouts) should carefully follow the client’s last statement: if not, you are likely to be problem-solving.

c. how you did at using the “technique” while maintaining the relationship
   i. how you had to adapt your approach to stay connected with your client given his/her uniqueness/diversity
   ii. what difference (in their own words) solution-building made for your “client,” (ask them what helped and what would have helped more)
d. what you learned from doing this assignment relevant to clinical social work practice (generalizations, conclusions, and/or recommendations).

Cite 4 or more references

#6: Improving Clinical Practice with Client Rating Scales (Assesses Educational Outcomes E an G ) (educational competencies)

Due: Consultation before or during week 7; Paper on or before Class #13

*This assignment has two parts and counts as two assignments.*

Purpose: This assignment is intended to give you experience asking for and utilizing client feedback to improve your clinical effectiveness. This assignment is based on outcome research that found client feedback regarding both outcome (progress) and alliance to be the most reliable and valid predictors of success in clinical practice. You will use two simple scales developed by the Institute for Therapeutic Change, as discussed in class, to monitor these two crucial ingredients to clinical effectiveness. You will also discuss what you are trying, experiencing, and learning with your field instructor.

Directions:
   a. review the agreement form and accept the terms only if they are agreeable to you.
   b. download the Outcome and Session Rating scales and agreement form.
   c. make copies of the ORS and SRS to use with your client(s) at each session
2. Before using the scales, discuss doing so with your field instructor to find out if they are willing for you to use them to enhance you practice effectiveness. If your field instructor is not familiar with the outcome research discussed in class and the use of these scales, you can take them a copy of the class articles and direct them to Miller’s web site, to his collaborator Barry Duncan’s website at [http://heartandsoulofchange.com/](http://heartandsoulofchange.com/), or to their web-based site at [www.myoutcomes.com](http://www.myoutcomes.com). I’d also be happy to speak with your field instructor if they have questions.
3. Use the ORS at the start of each session and the SRS at the end of each session.
   a. graph the SRS and ORS ratings each week (with client watching).
b. if there is not a 5 point gain on the ORS by session 3 or 4, discuss your alliance and each of the scales on the SRS with your client to get their advice on what would be more helpful for them.

c. if there is not a 5 point gain on the ORS by session 6, again discuss your alliance and each of the scales on the SRS with your client to get their advice on what would be more helpful for them. Also discuss with your field instructor what you might do to improve your alliance.

d. if there is not a 5 point gain on the ORS by session 9 or 10, discuss with your field instructor whether or not referral is most likely to improve the likelihood of successful outcome with this particular client. Also discuss how to make the referral so that your client experiences you as caring about them getting help rather than blamed for not making progress.

e. if at any point you aren’t sure how to proceed, you (or you with your field instructor) can arrange a consultation with me to see what we can figure out.

4. After using the scales for 3 or 4 weeks, schedule a consultation (may be individual or in a small group) with me to discuss:

a. any questions you have about using the scales or your experience

b. what can be inferred from the scales and graphs

**bring your SRS, ORS and graphs to the consultation**

5. Write a 6-10 page paper discussing the following:

a. what were your initial reactions (thoughts and feelings) when you learned about the outcome research that the scales come from, as well as about the scales use to elicit client feedback.

b. what it was like for you to use the scales

e.g. How using the scales influenced you, both positively and negatively. Include both your thoughts and feelings from when you first started using the scales as well as currently.)

c. what it was like for you to discuss the scales with your field instructor

e.g. How doing so influenced you, both positively and negatively. Include both your thoughts and feelings when you first started using the scales as well as now.)

d. how your clients responded to using the scales to elicit their feedback

i. ask your clients directly and include their feedback

ii. observe and discuss their non-verbal responses

e. any remaining questions you have related to your practice using these scales

(attach copies of any scales and graphs you have questions about)

f. how you see using these scales fitting with each of the 6 core social work values

g. what advice would you give regarding using these scales to:

i. KU practice instructors in particular, and to the School Of Social Welfare in general
ii. other students considering using the scales in their practice

h. how you will use what you learned from this assignment in your professional social work practice, including:
   i. operationalizing (or not) social work values
   ii. making you more effective at helping people

#7: Single-Subject Design for Personal Change
(\textit{Assesses Educational Outcomes E an G })

*This assignment has two parts and counts as two assignments.*

**Purpose:** This assignment will give you the opportunity to experiment with what you have been learning about facilitating personal (micro) change, as well as how to use research methods to measure outcomes in direct practice. This is relevant to the core social work value of \textit{competent practice}, which means we are purposeful about attempting to facilitate specific, “targeted” changes, as well as are accountable to assess whether or not we achieved our objectives.

**Resources:** Select one of the following resources to facilitate and organize your efforts at personal change (if you want to use a different book, clear it with me before beginning):


**Directions:** Write a 8-12 page (total, parts A & B) paper, citing 4-5 references from class, class readings, or references used specifically for this assignment discussing the following:

1. Begin with general statements (1/2 page) about something you would like to be different in your life (behavioral, emotional, cognitive, habit, or relationship pattern). Include both the \textit{objective} (what is happening) and the \textit{subjective} (the effects of what is happening) aspects of this concern.

2. Develop a plan \{\textit{part A}\} (2-4 pages) for “planned change” that includes:
   a. Describe in concrete, behavioral, observable, measurable terms;
      i. What the “problem” is that you plan to resolve (this will become your “target for change”)
      ii. What the “goal” is that you want to achieve (this is your “desired outcome” that will let you know when the “problem” is resolved, or on the road to resolving)
   b. Some form of “intervention” (\textit{independent variable}) to bring about change toward your goal. Specify a time frame for your research project.
   c. Some means of measuring change or progress (frequency, magnitude or duration) toward your goal (the \textit{dependent variable}). This could be a normed instrument (e.g. Beck Depression Scale) or a measure you devise. Measurements will need to be made at least pre (base line), and post (final outcome) your efforts to bring about planned change, and possibly also during the intervention phase. (This will give you a means to evaluate the effectiveness of your efforts to bring about change.)
d. Some means of both **recording** and visually **depicting** progress toward your goal (attach your graphs or charts) to show the relationship between the dependent and independent variables.

e. Consider how these changes might effect “significant others” in your social environment, and how you will enlist them as “partners” in your change process. Anticipate any “barriers” to change you might encounter and consider what resources (personal or environmental, social or physical) might help address or overcome those barriers.

**DUE: Class #4 (part A)**

3. Discuss what happened {part B} (5-7 pages), including:
   a. The reliability, validity, and generalizability of your evaluation methods.
   b. How you would modify your plan for change with the additional experience that you now have.
   c. Things that you have learned about yourself through this exercise.
   d. How you will generalize what you have learned into your practice regarding:
      i. facilitating personal change (micro level change)
      ii. research practice as part of competent social work practice.

**DUE: Class #14 (part B)**

#8: Case Presentation and Reflection Paper (**Assesses All Educational Outcomes**)

**Purpose:** This assignment will help students practice critical thinking as a social work professional, as well as practice giving and receiving feedback about engagement, assessment, intervention, and evaluation to improve effectiveness in clinical practice.

**Directions:**

I. In small pre-assigned groups of no more than three (3) students, take turns presenting a “client-system” you have been assigned in your agency.
   a. Begin each presentation describing the agency where you are placed, who it serves, and how clients are served.
   b. Then describe the client-system situation, including:
      i. who makes up the client-system (e.g. those with a stake in the outcome)
      ii. what each in the client-system identifies as the presenting problem(s).
      iii. what each in the client-system identifies as their goals for service.
      iv. what are the strengths and needs of the various members of the client-system.
      v. what you see as barriers, diversity issues, or contextual issues that need to be addressed in order to be helpful in this client situation.
      vi. what approach(s) you have been using to help your client-system, as well as what you see as working both well and not so well.
      vii. any aspects where you might advocate for human rights and social or economic justice, or engage in policy practice that advances social and economic justice on behalf of this client-system.
      viii. what input or feedback you’d like from your group regarding your work with this client-system.

II. Write a brief reaction paper of 4-6 pages including:
   a. A **brief** summary of I.b. i-vii. above
b. A discussion of the questions asked by group members and the input or feedback they offered regarding your work with this client-system

c. Your reflections about the group’s feedback and the discussion you engaged in with your group.

d. How this discussion and reflection will influence next steps in your work with your client-system and your development as a clinical social work professional.

#9: Videotaped Case Reflection.  *(Assesses Educational Outcomes A-H)*

**Purpose:** This reflection paper will be an opportunity for students to explore their current strengths and areas of growth as a developing clinical social work practitioner. In particular, by videotaping their work, students will be able to observe and reflect on their current skill development rather than rely on memory of what was said and done, which is never completely accurate.

**Directions:**

I. Videotape at least a 30 minute segment of a clinical interview with an actual client or a volunteer to be your “client.” Before taping the interview, you’ll need a consent form signed by your “client” that details the purpose of the recording, who will have access to the recording, and that the recording will be destroyed immediately after review. If you are taping an actual client, you will also need to obtain permission from a representative at your agency.

II. After reviewing the videotaped session several times and reflecting about what you observe, write a 6-8 page paper discussing:

a. Your reaction to seeing yourself on videotape: surprises, relief, discoveries, concerns, etc.

b. How you addressed client uniqueness and diversity.

c. How well you did at maintaining a “person in environment” perspective while focusing on clinical practice.

d. How well you did at maintaining a strengths perspective while focusing on clinical practice.

e. What generalist and clinical social work skills you saw yourself employing, as well as those you wish you would have thought to have employed.

f. What clinical theories your work demonstrates, and how you would evaluate your effectiveness at operationalizing that theory.

g. What verbal and non-verbal responses your client(s) made that might indicate how well they perceived you as “starting where they’re at,” demonstrating respect for their dignity and worth, and supporting their self determination.

h. How your work demonstrates any of the six core social work values.

i. Where your work with this “client-system” reflects your strengths as a developing clinical social worker.

j. Where your work with this “client-system” reflects your need for improvement as a developing clinical social worker.

k. What you would do differently if you were to do a “do over” with this client interview.

l. How you’d like what you have learned from this assignment to affect your
future practice, and how you’ll go about bringing this learning into your future practice.

**#10 Clinical Case Reflection Paper & Presentation (Assesses All Educational Outcomes)**

**Purpose:** Clinical competence is something that one develops over time by practicing critical thinking, as well as by receiving feedback during supervision or consultation. This assignment will help you practice thinking critically about your clinical work with a particular client or client system, as well as with sharing and receiving feedback about your practice.

**Directions:** Several students will have the opportunity to make a 20-30 minute presentation regarding a client system (individual, family, or group) that they are working with, followed by 10-20 minutes of class discussion. To help you prepare for your presentation, which will be similar to what one might experience in supervision or a team “staffing,” you will write an 8-10 page reflection paper discussing:

1. A **brief** description of the agency setting (i.e., clientele served, type of services offered, any environmental factors that influence service delivery at the agency).
2. A **brief** description of the client system (e.g., personal, environmental, diversity, etc. related demographic information; client’s description of presenting problems and goals.)
3. Your **assessment** of the client(s) and the environments that contribute to their presenting problems and/or may help with problem alleviation (e.g. client(s)’ strengths and needs; social and physical environmental resources and needs).
4. The **clinical approach** (model) that you used in your helping effort. Include:
   a. What approach you choose and why you did so.
   b. What assessment tools you used (e.g., genogram, eco-map, rating scales, etc.) and how they were or weren’t helpful.
   c. What specific techniques you employed in your helping effort.
   d. How you took into consideration ethnic, cultural, or other diversity factors in your engagement, assessment, intervention, and evaluation.
5. What questions you took to **supervision** regarding your work with this client system, what feedback you got from your supervisor, and your reflections about their feedback.
6. Your **evaluation** of your work with this client system, including:
   a. How effective you were in helping the client using this theory and techniques.
   b. How you think your client(s) would rate your effectiveness at helping them resolve their concerns using this approach. (If possible, ask your clients directly about what they thought helped and what might have been more helpful.)
   c. How you identified and addressed diversity issues where advocating for human rights or where engaging in policy practice to advance social or economic justice was (or could be) relevant.
7. In preparation for your **case presentation** with class…
   a. What questions remain for you about your work with this client system?
   b. What feedback would you like from classmates and the instructor?

The written paper for this assignment will be due on the day of your presentation (Due dates will be set by the instructor)
#11. Professional Clinical Impact at the Mezzo and Macro (Assesses Educational Outcomes A, B, E, F, G, H and I)

**Purpose:** As social workers we commit to do “indirect practice” to improve the mezzo and macro level environments which are the context of service delivery. This is easy to forget about in clinical practice that focuses primarily on micro level change. This assignment will help you practice identifying and addressing contextual factors related to social and economic justice and well-being that shape practice.

**Directions:**

I. Sometime during the first four weeks of practicum, meet with your Field Instructor (and as many other staff, consumers, or others as necessary) to discuss the following:
   a. Who are the clients served at your agency who have (or are likely to have) experienced oppression, marginalization, discrimination, or historical trauma?
      i. How have these experiences contributed to social and/or economic injustice for these clients?
      ii. How might you advocate for ways to eliminate their resulting health, mental health, and income disparities while doing clinical practice?
   b. What policies at the state or agency level negatively impact the clients you will be serving, especially those who are marginalized or oppressed in some way?
      i. How do these policies either directly or indirectly impact clinical service delivery for the clients you will be serving?
      ii. How might you go about assembling evidence (from within your setting, your community, current professional literature, etc.) to advocate for policies that improve clinical services and advance client well-being?
      iii. Who would you need to engage with in order to influence polices that promote improved clinical services and client well-being? How might you engage these decision makers around these purposes?
      iv. How could you assess the effectiveness of your advocacy efforts? (be specific regarding what information you would use for this assessment, how you would obtain that information, and what you would do with it)
   c. What emerging social, cultural, political, economic, technological, environmental and/or legal factors or trends might be addressed to make clinical serves relevant to your client population’s experience related to these evolving social contexts?
      i. How might you go about influencing these evolving social contexts in ways that better serve the needs of your clients?
      ii. Who are the important “stake-holders” (other social workers, service consumers, community leaders, etc.) who are impacted by these evolving social contexts, and how might you engage them to address the resulting problematic conditions?

II. Write an 8-10 page paper critically discussing what you learned from talking with your Field Instructor, other staff, consumers, etc. about the questions listed above. Include at least six social work citations from professional literature supporting your critical thinking, analysis, opinions, and suggestions.
X. GRADING

A. What Grades Mean

A = Exceptional work: This grade will be assigned to outstanding work that shows extensive use of the literature as well as wide use of concrete examples from practice.

B = Fully meets graduate standards: This grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

F = Failing grade: Overall quality of work is unsatisfactory, or some aspect of assignments not done.

Plus and minus grades are assigned at the instructor’s discretion. A grading point table, such as the example below, must be included in course syllabi.

The numbers below are the letter grade equivalents based upon percentages of total class points obtained by a student:

\[
\begin{align*}
A &= 95-100 & B+ &= 88-89 & C+ &= 78-79 & F &= Below 73 \\
A- &= 90-94 & B &= 83-87 & C &= 73-77 \\
B- &= 80-82 & & & \\
\end{align*}
\]

A grade of C- or below is considered a failing grade for MSW level courses.

The numbers below are the letter grade equivalents based upon percentages of total class points obtained by a student (without the use of plus and minus grades).

\[
\begin{align*}
A &= 90-100 & B &= 80-89 \\
C &= 70-79 & F &= 69 or below \\
\end{align*}
\]

B. Incomplete grades. A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or an F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

C. Attendance policy. Attendance will affect grades in this course. (Instructors: Be specific about how many points will be deducted from student grades for missing class, tardiness, leaving early, etc.) Any student missing more than two classes, or more than one blended class, will need to contact the instructor to discuss implications regardless of the circumstances that led to
these absences. Students who miss more than three classes, or more than two blended classes, may be assigned a failing grade in this course.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus**

**Academic misconduct and plagiarism.** The University Senate Rules and Regulations defines academic misconduct in Article II, Section 6, stating:

> Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

One form of academic misconduct is plagiarism, or taking credit for work produced by someone else. This is a serious ethical violation. As a participant in this class, you are required to review the section on Academic Misconduct in the Student Handbook in order to familiarize yourself with what constitutes plagiarism. You must also review this section in order to help you to understand the efforts you can make to avoid engaging in plagiarism. Remember that faithfully using the citation and reference guidelines outlined in the APA style guide will serve as an excellent way to avoid plagiarism.

Additionally, KU subscribes to a digital plagiarism detection program called “Safe Assign” which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers.

If a student commits plagiarism, with or without intention, the instructor for this course can, after consultation with the academic program director, assign a failing grade for the academic activity in question. If the plagiarism is severe or repeated, the instructor can, after consultation with the academic program director, assign a failing grade for the course in which the behavior occurred. An instructor may also request that the program director convene an Academic Review Committee meeting, which could result in a recommendation to the Dean of the School of Social Welfare for formal admonition, censure, suspension, or expulsion of the student.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**Individual instructors’ syllabi should specify the following:**

A. The weighting of each assignment in the course and the dates by which they are done.
B. For every assignment, explain the standards used for grading.
C. If class participation is part of the grade indicate what this means.
D. Indicate the policy on late assignments.
E. Indicate how final grades will be determined.

XI. SPECIAL CONSIDERATIONS

a. Any student in this course who has a disability that may prevent him/her from satisfactorily completing course requirements should contact the KU’s Academic Achievement and Access Center (AAAC) as soon as possible in order to begin the process of determining reasonable and appropriate accommodations. This process must be initiated by the student. University regulations do not require that accommodations be offered retroactively, so it is important that students begin this process as early as possible. Information on how to contact AAAC can be found at http://www.disability.ku.edu/~disability/students/guidelines.shtml

b. Please notify the instructor in advance if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements, including alternative assignments to cover missed classroom content if necessary.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XII. RECORDING AND SHARING RECORDINGS OF LECTURES

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XIII. CONFIDENTIALITY AND PRIVACY CONSIDERATIONS

The NASW Code of Ethics requires that social workers protect client confidentiality and privacy. Various state and federal regulations, including the HIPPA Privacy Rule, may also protect the confidentiality of client information in settings where social work students are engaged in practicum placements. In order to safeguard these client rights:

- Always disguise the name and other personal identifying information when you speak or write about a client.
- If writing in great detail about a client, ask permission from that client.
- Share nothing discussed in class about specific clients, agencies, or other students outside of this classroom.
- Any information shared with the instructor will be confidential, within the limits defined by the NASW Code of Ethics and relevant legal guidelines.
- Information regarding your performance or behavior as a student is protected by the Federal Education Rights and Privacy Act. However, student information can be shared between
KU faculty, staff, administration, or field instructors when there is a compelling educational or safety reason to do so.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**XIV. INSTRUCTOR AVAILABILITY**

Provide students with information on how to see and/or reach you.

**XIV. INCLEMENT WEATHER POLICY**

In the event of inclement weather students should call to determine if classes have been cancelled. In Lawrence you may contact the University at (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, at (800) 766-3777. For the Edwards Campus you may call (913) 897-8499, and for the KCKCC Campus the number is (913) 334-1100. Classes will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.

**XVI. EPAS COMPETENCIES TABLE**

A table must be included in the class syllabus which links EPAS Competencies, practice behaviors, and course educational outcomes with their coverage in specific sessions and in specific assignments. The table is included as the final Appendix of this document. Instructors must customize the columns which focus on the location of content and relevant assignments to their own syllabi. However the content of the first three columns and the signature assignments must be included in the table as stated in this document.
**Attachment 1**: EPAS Competency Table for use in Class Syllabus. Note that you must include as provided here but insert session numbers and assignments specific to your class. If the Master Syllabus includes a signature assignment for this course, that assignment must appear in column 5 exactly as stated in the Master Syllabus.

<table>
<thead>
<tr>
<th>Competency</th>
<th>KUSSW Clinical Concentration Practice Behaviors</th>
<th>Related Educational Objectives in Syllabus</th>
<th>Session number of Content Coverage</th>
<th>Related Assignments</th>
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<tbody>
<tr>
<td>2.1.1 <strong>Identify as a professional social worker and conduct oneself accordingly</strong></td>
<td>Maintain a social work identity within clinical settings.</td>
<td><strong>Outcome A</strong>: Analyze how the social work frame of reference and identity, which emphasizes the interaction between the individual and the environment, influences professional clinical social work practice.</td>
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<td>Demonstrate the ability to develop clinical relationships with clients that reflect an understanding of both self and other.</td>
<td><strong>Outcome A</strong>: Analyze how the social work frame of reference and identity, which emphasizes the interaction between the individual and the environment, influences professional clinical social work practice.</td>
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<td>Demonstrate the ability to develop respectful and productive relationships with other professional staff.</td>
<td><strong>Outcome C</strong>: Incorporate their knowledge and understanding of human diversity and difference in professional contacts and contexts, including collegial, client and collateral relationships.</td>
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<td>Demonstrate the ability to function within clearly-defined professional roles and boundaries based on client needs and agency</td>
<td><strong>Outcome A</strong>: Analyze how the social work frame of reference and identity, which emphasizes the interaction between the indi-</td>
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<td>context/services.</td>
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<td>influences professional clinical social work practice.</td>
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<td>Identify specific areas where continued learning and supervision are needed in order to competently practice at the MSW level.</td>
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<td><strong>Outcome B:</strong> Analyze the congruence and conflict between their personal values and professional social work values and responsibilities related to human rights, social and economic justice and diversity.</td>
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<td>Prepare for supervision with a clear agenda that identifies specific clinical questions and concerns.</td>
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<td><strong>Outcome B:</strong> Analyze the congruence and conflict between their personal values and professional social work values and responsibilities related to human rights, social and economic justice and diversity.</td>
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<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice.</td>
<td>Apply ethical decision-making skills to issues specific to clinical social work settings and practice.</td>
<td><strong>Outcome B:</strong> Analyze the congruence and conflict between their personal values and professional social work values and responsibilities related to human rights, social and economic justice and diversity.</td>
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<td>Employ strategies of ethical reasoning to address the impact of technology and other advancements in clinical practice</td>
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<td><strong>Outcome B:</strong> Analyze the congruence and conflict between their personal values and professional social work values and responsibilities related to human rights, social and economic justice and diversity.</td>
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<td>on client rights.</td>
<td>and responsibilities related to human rights, social and economic justice and diversity</td>
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<td></td>
<td>Identify and use knowledge of relationship dynamics, including power differentials, to appropriately guide clinical interactions with clients.</td>
<td><strong>Outcome D:</strong> Demonstrate the skills required to fully explore with clients their accounts of the development of their strengths and oppressive consequences of being a member of a marginalized group.</td>
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<td>Recognize and manage personal biases that may affect the clinical relationship and impact clients’ well-being.</td>
<td><strong>Outcome B:</strong> Analyze the congruence and conflict between their personal values and professional social work values and responsibilities related to human rights, social and economic justice and diversity.</td>
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<td>Utilize appropriate consultation and supervision to process clinical situations involving ethical conflicts or decisions.</td>
<td><strong>Outcome B:</strong> Analyze the congruence and conflict between their personal values and professional social work values and responsibilities related to human rights, social and economic justice and diversity.</td>
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<td>2.1.3 Apply critical thinking to inform and communicate professional judgments</td>
<td>Articulate professional clinical impressions which integrate research knowledge, experiential learning, and client self-report.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping</td>
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<td><strong>Outcome D:</strong> Demonstrate the skills required to fully explore with clients their accounts of the development of their strengths and oppressive consequences of being a member of a marginalized group.</td>
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<td>Demonstrate the ability to evaluate clients' strengths and vulnerabilities while utilizing specific clinical practice models.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process.</td>
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<td>Critically evaluate, select, and utilize appropriate assessment, diagnostic, intervention, and practice evaluation tools.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process.</td>
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<td>Evaluate the applicability of relevant theoretical perspectives to clients' conditions.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process.</td>
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<td>Demonstrate the ability to communicate informed clinical judgments, verbally and in writing, to other professionals.</td>
<td><strong>Outcome H:</strong> Demonstrate social work professionalism and competency in oral and written communications.</td>
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<td>Safeguards clients' dignity in all communications.</td>
<td><strong>Outcome H:</strong> Demonstrate social work professionalism and competency in oral and written communications</td>
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<td>2.1.4</td>
<td>Demonstrate the ability to analyze</td>
<td><strong>Outcome D:</strong> Demonstrate the</td>
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<td>Engage in diversity and difference in practice</td>
<td>oppression within systems of service delivery and its impact on client well-being.</td>
<td>skills required to fully explore with clients their accounts of the development of their strengths and oppressive consequences of being a member of a marginalized group.</td>
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<td>Demonstrates the ability to identify the intersection between one’s own privilege and power and the client’s culture and background within the context of the clinical relationship.</td>
<td><strong>Outcome C</strong>: Incorporate their knowledge and understanding of human diversity and difference in professional contacts and contexts, including collegial, client and collateral relationships.</td>
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<td>Identify and use practitioner/client differences to enhance the clinical relationship and work toward achieving client goals.</td>
<td><strong>Outcome C</strong>: Incorporate their knowledge and understanding of human diversity and difference in professional contacts and contexts, including collegial, client and collateral relationships.</td>
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<td>Demonstrate the ability to modify best-practice approaches in order to enhance cultural competence.</td>
<td><strong>Outcome C</strong>: Incorporate their knowledge and understanding of human diversity and difference in professional contacts and contexts, including collegial, client and collateral relationships.</td>
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<td>Integrate knowledge of the experience and effects of oppression, marginalization, discrimination, or historical trauma in treatment planning and</td>
<td><strong>Outcome D</strong>: Demonstrate the skills required to fully explore with clients their accounts of the development of their strengths and oppressive consequences of</td>
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2.1.5 Advocate human rights and social and economic justice | | | | |
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<tr>
<td>Interventions</td>
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<td>being a member of a marginalized group.</td>
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<td>Demonstrate an understanding of the depth and breadth of social and economic injustice, and integrate into treatment plans, advocacy efforts aimed at eliminating mental health, health, or income disparities.</td>
<td><strong>Outcome I:</strong> Understand the importance of agency, community, and legislative policy practice in clinical social work and demonstrate their understanding of the interplay between agency, community and societal factors and clients’ lives in their case planning and interventions.</td>
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<td><strong>2.1.6 Engage in research-informed practice and practice-informed research</strong></td>
<td>Demonstrate the ability to apply the evidence-based practice process in clinical assessment and intervention with clients.</td>
<td><strong>Outcome F:</strong> Describe and apply criteria for engaging collaboratively with clients in research informed clinical social work practice.</td>
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<td>Effectively evaluate one’s own clinical practice and share results with other professionals.</td>
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<td><strong>Outcome G:</strong> Describe and apply criteria for engaging in practice informed research, particularly through the evaluation of client assessments, interventions and outcomes.</td>
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<td><strong>2.1.7 Apply knowledge of human behavior and the social environment</strong></td>
<td>Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process, including engagement, assessment, intervention, and</td>
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<td>termination tasks.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process.</td>
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<td>Use bio-psycho-social-spiritual theories and diagnostic classification systems in formulation of comprehensive assessments.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process.</td>
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<td><strong>2.1.8</strong></td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>Understand the impact of policies on clinical service delivery and the lives of clients and communicate this knowledge to relevant stakeholders.</td>
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<td>Demonstrate the ability to assemble appropriate evidence in advocating for policies that improve clinical services and advance client well-being.</td>
<td><strong>Outcome 1:</strong> Understand the importance of agency, community, and legislative policy practice in clinical social work and demonstrate their understanding of the interplay between agency, community and societal factors and clients’ lives in their case planning and interventions.</td>
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<td>Engage in efforts to influence policies to promote improved</td>
<td><strong>Outcome 1:</strong> Understand the importance of agency, community, and legislative policy practice in clinical social work and demonstrate their understanding of the interplay between agency, community and societal factors and clients’ lives in their case planning and interventions.</td>
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<td>clinical services and enhanced client well-being.</td>
<td>community, and legislative policy practice in clinical social work and demonstrate their understanding of the interplay between agency, community and societal factors and clients’ lives in their case planning and interventions.</td>
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<td>Able to assess the effectiveness of advocacy efforts.</td>
<td><strong>Outcome G:</strong> Describe and apply criteria for engaging in practice informed research, particularly through the evaluation of client assessments, interventions and outcomes.</td>
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<td><strong>2.1.9</strong></td>
<td><strong>Respond to contexts that shape practice</strong></td>
<td><strong>Outcome I:</strong> Understand the importance of agency, community, and legislative policy practice in clinical social work and demonstrate their understanding of the interplay between agency, community and societal factors and clients’ lives in their case planning and interventions.</td>
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<td>Identify the social, cultural, political, economic, technological, environmental, and/or legal factors underpinning client problems.</td>
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<td>Engage in collaborative practice with other social workers, service consumers, and community leaders to address problematic conditions.</td>
<td><strong>Outcome I:</strong> Understand the importance of agency, community, and legislative policy practice in clinical social work and demonstrate their</td>
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| **2.1.10 ENGAGE**  
*Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities* | Build professional clinical relationships with clients that establish clear boundaries and expectations. | **Outcome B:** Analyze the congruence and conflict between their personal values and professional social work values and responsibilities related to human rights, social and economic justice and diversity. | | |
| | Develop clinical relationships that are culturally appropriate and recognize interpersonal and contextual factors that affect the therapeutic relationship. | **Outcome C:** Incorporate their knowledge and understanding of human diversity and difference in professional contacts and contexts, including collegial, client and collateral relationships. | | |
| | Establish a collaborative process with clients around treatment goals and therapeutic modalities which incorporates clients’ preferences. | **Outcome F:** Describe and apply criteria for engaging collaboratively with clients in research informed clinical social work practice. | | |
| **2.1.10 ASSESS**  
*Engage, assess, intervene, and evaluate with individuals, families, groups,* | Synthesize client data from a variety of sources utilizing bio-psycho-social-spiritual assessment in order to form diagnostic impressions. | **Outcome E:** Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process, including engagement, | | |
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<td>Elucidate clients’ presenting problems and assess their readiness for change.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process, including engagement, assessment, intervention, and termination tasks.</td>
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<td>Assess strengths and resources that are available to help address clients’ problems or circumstances.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process, including engagement, assessment, intervention, and termination tasks.</td>
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<td>Use clinical assessments diagnoses to help develop appropriate intervention strategies within the context of the agency’s services.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process, including engagement, assessment, intervention, and termination tasks.</td>
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<td>2.1.10 INTERVENTION Engage, assess, <em>intervene</em>, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Select and implement clinical treatment plans and evidence-based strategies based on client preferences as well as appropriate theory and research.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process, including engagement, assessment, intervention, and termination tasks. <strong>Outcome F:</strong> Describe and apply criteria for engaging collaboratively with clients in research informed clinical social work practice.</td>
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<td>Utilize clinical frameworks and treatment protocols indicated by assessment findings.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process, including engagement, assessment, intervention, and termination tasks.</td>
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<td>Collaborate with other professionals to coordinate additional treatment services.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process, including engagement, assessment, intervention, and termination tasks.</td>
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<td>Facilitate termination of clinical relationships with attention to clients’ emotional well-being.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process, including engagement, assessment, intervention, and termination tasks.</td>
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<td>Facilitate termination of clinical relationships by assisting clients to develop plans to maintain goal achievements.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process, including engagement, assessment, intervention, and termination tasks.</td>
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<td>2.1.10 EVALUATE Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Monitor clients’ progress towards identified treatment goals and evaluate intervention effectiveness.</td>
<td><strong>Outcome E:</strong> Describe and apply criteria for examining various clinical models and approaches across all phases of the helping process, including engagement, assessment, intervention, and termination tasks.</td>
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<td>Document clients’ progress in agency records as required.</td>
<td><strong>Outcome H:</strong> Demonstrate social work professionalism and competency in oral and written communications.</td>
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<td>Use established research methods to evaluate clinical and practice effectiveness and/or outcomes.</td>
<td><strong>Outcome G:</strong> Describe and apply criteria for engaging in practice informed research, particularly through the evaluation of client</td>
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