I. COURSE RATIONALE

A. Relationship to School Mission

This is the second course in a two course sequence of practice classes in the foundation. This course introduces students to the practical and theoretical complexity of direct practice with group and family client systems within the profession’s person-environment configuration. As a practice course it reflects the School’s mission of promoting a strengths-based practice approach that furthers the empowerment and well-being of individuals and communities. It further reflects the School’s major curriculum themes as described in section III, Curriculum Themes. Another foundation practice course, Organizational and Community Practice, expands the focus of attention to the client systems of the organization and the community.

B. Links with Other Courses in the Curriculum

This course shares with all foundation courses the responsibility for contributing to the student’s ability to develop and demonstrate beginning conceptual and practical skills of generalist practice. This allows for successful entry into the advanced level concentration of choice, Clinical or Social Work Administrative and Advocacy Practice. Its distinctive contribution is to help students apply and personally integrate professional knowledge, values and skills from all foundation courses. The two-semester field practicum opens up opportunities to create meaningful connections between direct practice experiences and conceptual abstractions. Meaningful connections are also forged with the course on organizational and community practice that extends the common generalist practice framework to organizational and community client systems. Human behavior, policy and research courses provide essential substantive knowledge and enriched content to the process emphasis of the practice course.

C. Course Focus

The application and integration of foundation content is directed at five key aspects of the generalist approach to practice. This course continues the generalist approach begun in SW 710 and focuses on 1) intervention and termination/evaluation with individual clients, 2) generalist practice with families and groups, 3) processes through which the direct service practitioner seeks to influence policies, programs, procedures, and staff ways of working together in order to enhance the quality and substance of service provision within the agency and the community, (4) the integration of research into direct practice social work roles, and (5) the establishment of a growing social work professional identity that serves to prepare the student to enter their advanced educational year.
The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.

II. EDUCATIONAL OUTCOMES

As a practice course charged with applying and integrating foundation content, its educational outcomes necessarily reflects all foundation level objectives in some measure. Each educational outcome, however, emphasizes or more explicitly reflects certain outcomes as indicated below. Throughout the two-semester course, students will be developing an increasingly articulated and coherent generalist framework for direct social work practice. By the end of the course students will be able to demonstrate the ability to:

1. Articulate a clear understanding of the nature of professional social work and the unique role of the social worker in the helping process.

2. Utilize self-reflection skills and social work supervision in order to correct and improve one’s own social work practice.

3. Understand and apply the values and ethical standards outlined in the NASW Code of Ethics.

4. Describe, critique, and apply the knowledge, values, and skills required for culturally competent practice.

5. Describe and apply the knowledge, values and skills required for constructing mutually agreed upon goals, objectives, intervention and termination plans with individual clients.

6. Demonstrate the ability to identify, analyze and implement appropriate evidence based practices with client systems.

7. Describe and apply the knowledge, values and skills required for reflective practice during the intervention phase of the helping process with individuals, with an emphasis on implementing task centered and solution focused approaches.

8. Describe and apply the knowledge, values and skills required for reflective practice during the contracting and intervention phase of the helping process with individuals across all phases of the life span.

9. Describe and apply the knowledge, values and skills required for reflective practice throughout all phases of the helping process with families and groups.

10. Demonstrate the ability evaluate one’s own practice through all phases of the generalist helping process.

11. Describe, critique, and apply the knowledge, values and skills required for expanding the direct service role to influence and improve agency policies or social service systems.
The educational outcomes in individual instructors’ syllabi should be exactly the same as in the master syllabus.

III. CURRICULUM THEMES

The course reflects the School’s major curriculum themes beginning with its overarching theme of practice-centeredness—a commitment to educational approaches that enhance and clarify connections of theories and concepts to the needs of clients and the demands of everyday practice. The course emphasis on application and personal integration asserts that social work students and practitioners are responsible for translating knowledge, values and skills into self-aware, disciplined and purposeful actions serving the profession’s social ends. This commitment flows from the profession’s values and ethical base and is enriched by the following curriculum themes:

**Strengths.** The course seeks to help students apply and personally integrate a strengths perspective that recognizes and mobilizes the inherent strengths of client systems and salient environments. It emphasizes skills in both helping and impact processes that identify, tap into, and mobilize the strengths of family and group systems to create productive exchanges with their salient environments and to achieve client goals. Further, in recognition that students must become self-aware, disciplined and purposeful participants in professional transactions, the course emphasizes student inquiry into their own strengths so that these may be exercised for appropriate use in practice.

**Diversity.** Similarly, the course seeks to operationalize a set of values that communicate respect, sensitivity and appreciation for diverse populations and their contributions to personal and societal well-being. The fostering of cultural competence assumes an enriching and broad range of differences and commonalities based on culture, ethnicity, race, geography, gender, social class, sexual orientation, religion, spirituality, age, and physical and mental abilities. Thus, the course uses case examples, readings, and lecture content to demonstrate the application of generalist practice concepts with diverse populations and with client groups across the human life span.

**Social and Economic Justice.** Course emphasis is on helping students incorporate a set of skills or purposeful actions in their everyday practice that promote social justice and reflect the profession’s ethical dictates. In direct practice processes this means the development of skills that expand opportunities for oppressed, stigmatized, and marginalized populations to access and successfully negotiate needed environmental resources. In impact processes, it means the enhancement of skills that contribute to a more just, humane, and responsive workplace.

**Critical Perspective.** The course, in general, attempts to help students develop a critical perspective, a set of skills for engaging in a deliberate and continuing examination of the profession’s underlying knowledge-value-method assumptions. More specifically, the course focuses on knowledge-value assumptions of direct practice methods/approaches. This means the development of critical reflection skills that allow for systematic examination of the student’s own practice, the knowledge-value assumptions guiding it, the personal values, beliefs and biases influencing it, and the impact on practice of social structures and social policies, especially those of the organizational context of practice.
Individual instructors’ syllabi should be exactly the same as in the master syllabus.

IV. LIBERAL ARTS PERSPECTIVE

The course draws on the liberal arts as one vast and rich source of learning. As a practice course, the effort is to apply relevant knowledge and values from all sources that could illumine and guide actions to achieve the profession’s social purpose. Thus students are supported and challenged to use their knowledge from courses on history, literature, social sciences and fine arts along with the knowledge gained from life experiences and the accumulating body of professional knowledge.

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

V. PROFESSIONAL PURPOSE AND VALUES

A clear sense of professional purpose and the values embodied in its value system and code of ethics provide a necessary focus for selecting and using knowledge and perspectives from a rich array of learning resources, not least from the diverse client populations served by the profession. This clarity is at the heart of the course’s fundamental task of translating broad statements of professional purpose and values (School mission statement and curriculum themes) into specific purposeful practice acts.

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

VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS

The course focuses on practice with populations of historic and contemporary concern to social work—those who are oppressed, stigmatized and marginalized due to race, ethnicity, gender, social class, sexual orientation, age, and physical and mental abilities. It seeks to help students develop skills for entering the perspectives and world views of peoples different from themselves and to build and maintain collaborative relationships with them around life-issues and concerns important to them.

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

VII. TOPICS

Required:

Intervention with individuals:
- Mutuality in intervention planning and contracting with clients
- Skills and knowledge required for selecting and using evidence based practice methods
- Task Centered Practice Interventions
- Solution Focused Interventions

Working with families:
- Variability of family structures.
- Use of a family life cycle perspective.
- Use of genograms as an assessment tool
• Basic skills of working with families across all phases of social work practice including engagement, assessment, contracting, intervention, and termination skills.
• Ethical issues in family work

Working with Groups:
• Group Dynamics, Structure, and Process
• Basic skills in both task and therapeutic group work including engagement, assessment, contracting, intervention and termination.
• Ethical issues in group work

Evaluation of Practice:
• Outcome evaluation of one’s practice with clients through the use of instruments appropriate to various levels of intervention (individual, family, groups).
• Using multiple points of evaluation, including clients’ perceptions in evaluation, and the use of evaluation techniques relevant to marginalized groups of people with special attention to cultural competence.

Indirect Practice:
• The use of task groups, committees, and work teams to enhance services for clients
• The roles and responsibilities of direct practice social workers in improving services and enhancing societal wellbeing

Professional Identity:
• Self-awareness regarding one’s social work identity and attainment of practice behaviors consistent with that identity

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

Books (Instructors must choose one of the following):


A set of recommended articles is available on the SSW’s S Drive for instructor use. In addition individual syllabi need to specify which readings are required and which are recommended.

IX. REQUIRED AND RECOMMENDED ASSIGNMENTS

Assignments are designed to give students opportunities to learn the subject matter through active engagement in cognitive and behavioral activities implicit in the educational outcomes for the course. The assignments also serve to assess student progress and achievement of the stated outcomes. The “in-class” assignments identified below promote active engagement in the classroom process, while the “between class” assignments give students the opportunity to demonstrate mastery of the content through the production of formal academic work.

Two between class assignments are required for this class as they are “signature assignments” which serve to measure student attainment of competencies and practice behaviors established in the Council of Social Work 2008 Education’s Educational Policy and Accreditation Standards.

In-class assignments. In class assignments which are recommended, but not required, could include (1) discussions and critiques of specific practice situations drawn from the students’ practicum experiences as well as the instructor’s practice background, (2) discussion and critique of videotaped practice by professional practitioners (3) exercises such as role-playing and demonstrations to illustrate practice principles skills and ethical dilemmas, and (4) individual or group based student presentations on practice issues, skills, value conflicts, or special population groups.

Between class assignments. Two between class assignments are required. These assignments are included in Attachments 1 and 2, and they must be used exactly as outlined. Instructors must evaluate each student on this assignment using the scoring guide that is included with the assignment. However, do not include the scoring guide in the syllabus. Instructors must provide the student with feedback as you would on any other assignment. They must also provide this confidential data for each student enrolled in the class to the MSW Program Director by the end of the semester. A form to submit this information will be given to each SW 711 instructor.

Do not include the above paragraph in the text of the course syllabus.

Others between class assignments which are recommended but not required, could include (1) a paper critically describing an intervention plan developed and carried out with a client, (2) semester-long reflective logs (See Attachment 3) designed as an integrative instrument to help students find meaningful connections between theory and experience, class and field, the practice course and other foundation academic courses, and between the personal self and the
Professional self; (3) reflective recordings that summarize practice over an extended time period with a client or agency system, track progress over the time period, assess the quality of student’s practice, and articulate the specific next steps of action, (4) student self-assessment of their own practice based on a review of audio and/or videotaped recordings of single or multiple sessions with actual clients or through role playing, and (5) an analytic paper in which the student explores a client system using a formal method of analysis such as an eco-map, genogram, or a group dynamics analysis.

X. GRADING

A. What Grades Mean (plus and minuses are assigned at instructors’ discretion)

A = Exceptional work: outstanding: this grade will be assigned to 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 = Failure: Overall quality of work is unsatisfactory, or some aspect of assignments not done.

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 F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

Individual instructors’ syllabi should specify the following:

- The weighting of each assignment in the course and the dates by which they are done.
- For every assignment, explain the standards used for grading.
- If class participation is part of the grade indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every class missed.
- Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ___ for each day, week, etc.
- Indicate how final grades will be determined

B. 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. If this rare circumstance should occur, the instructor will consult with the MSW Program Director regarding failing the student on the basis of excessive absences. The decision of the instructor in consultation with the MSW Program Director shall be final.

C. 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.*

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 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.
XV. 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 2.1.10: Engage, Assess, Intervene, Evaluate

**Purpose**: The purpose of this assignment is to help you to understand the identification of evidence based practices for a specific psycho-social issue, and to demonstrate your knowledge of applying a model across all phases of treatment from engagement to termination.

**Instructions**: For this assignment you will complete a 12-14 page paper examining a psycho-social concern and its treatment using a group or family social work intervention. (For example, family therapy for school refusal, group work with homeless men, a social action group with welfare recipients). Using APA format for citations and references, type, double space, and address the following:

1. What is the nature of this concern? (Include prevalence, incidence, symptoms, etc.) How has it been conceptualized in terms of causal factors? (approx. 2-3 pages)

2. Examine empirical evidence for the most effective family or group based approach to this problem? What is the evidence for its effectiveness? (approx. 2 pages)

3. How would this problem then be approached with this group or family based treatment approach? Describe the intervention strategies and specific skills you would likely use in each phase (engagement, assessment, intervention, termination)? (approx. 5-7 pages)

4. Present an outcome measure that would be appropriate for evaluating the effectiveness of this approach. Is it a valid and reliable measure? Is it appropriate for diverse client populations? (1 pages)

5. Finally, what advocacy needs exist for populations experiencing this psycho-social problem? (1 page)

**Instructor Scoring Guide for Embedded Assignment for PC 2.1.10**
5=Excellent understanding of practice behavior
4=Adequate understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior

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<thead>
<tr>
<th>Practice Behaviors</th>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<td>Use empathy and other interpersonal skills</td>
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<td>Develop a mutually agreed-on focus of work</td>
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and desired outcomes

| Collect, organize, and interpret client data |
| Assess client strengths and limitations |
| Develop mutually agreed-upon goal & objectives |
| Select appropriate intervention strategies |
| Initiate actions to achieve organizational goals |
| Implement prevention interventions that enhance client capacities |
| Help clients resolve problems |
| Negotiate, mediate, and advocate for clients |
| Facilitate transitions and endings |
| Critically analyze, monitor and evaluate interventions |
Attachment 2:
Embedded Measure for EPAS Competency 2.1.1:
Developing a Professional Social Work Identity

Purpose: This assignment is intended to help you critically reflect upon a variety of aspects of developing your identity as a professional, master’s level social worker.

Instructions: Drawing upon scholarly literature, professional resources, and your own reflections, write an 8-10 page, double spaced reflection paper which critically addresses the following aspects of the development of your professional identity as a social worker:

1. Briefly state how you would define your personal mission as a social worker. How does this differ from the behavior and practices of other helping professions that you have observed? In other words, what makes this a “social work identity?”

2. How do you attempt to express your professional demeanor through your appearance, behavior, and communication skills? Are there ways that you might improve or adapt your professionalism in these areas during your advanced year?

3. How have you attempted to integrate client advocacy into your role as a student social worker? How do you plan to continue to make advocacy part of your practice as your growth continues?

4. How would you evaluate your experiences of social work supervision this past year? How might you effectively enhance your professionalism through the use of supervision and consultation as your career progresses?

5. One of our learning goals at the School of Social Welfare is for our graduates to commit to engaging in “life-long learning” in social work. How do you envision yourself continuing to grow and learn as a social worker over the next 5 years of your career?

Instructor Scoring Guide for Embedded Assignment for PC 2.1.1
5=Excellent understanding of practice behavior
4=Adequate understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<tr>
<td>Advocate for client access to the services of social work</td>
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<td>Practice personal reflection and self-correction to assure continual professional development</td>
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<td>Attend to professional roles &amp; boundaries</td>
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<td>Demonstrate professional demeanor in behavior, appearance, and communication</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Engage in career-long learning</td>
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<td>Use supervision and consultation</td>
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Attachment 3:

Reflection Log Assignment

The log is the principle instrument for your exploration and experimentation. It consists of semester-long reflections on what you read, what you experience in the field, and in the seminar itself. In effect, the full range of your experiences in the total program is grist for learning to put all the pieces together. Since there are a lot of pieces, you do this piece by piece on an ongoing basis throughout the semester.

Guidelines

Writing the log is a demanding form of craftsmanship. It requires careful attention to technical details and the regular exercise of your imagination and intellect. The details include:

1. Writing entries in a loose-leaf notebook to allow you to continue writing after you have turned in entries for our review and feedback.

2. Writing 2 entries per week every week throughout the seminar.

3. Bringing the Log with you to each seminar session for two reasons: (a) to refer to and use in the seminar whenever you choose; and (b) to hand in when you choose and when I wish. Note: you may hand it in as often as you wish. Note too that we may choose to review your log at any time after the first turn-in and review.

4. Dating each entry and numbering each page for handy referencing.

5. Typing entries. If that is not possible, take special care to write clearly. Leave margin space for feedback.

6. Keeping your entries related to the seminar’s topical areas but you may draw readings for any area. You may also report on significant ideas presented in the field in training seminars, supervision, etc.

Guidelines for exercising your imagination and intellect include:

When starting your entry with a reading, engage in an active dialogue, rather than simply record the author’s statements. When your entry is sparked by your experience (in field, seminar, lab, anywhere in your life), reflect on the experience, play with it as imaginatively as you can, form a generalization or two using your reading as a resource, consider how you might apply the generalization to a specific practice experience, and so on. In fact, when you start your dialogue with a reading, your writing takes on similar characteristics. “How does this idea fit in with my own questions and thinking on the subject? How can I use it in my practice? How can I check out how it works when I do so?”

Allowing yourself to learn by experimenting with new ideas. This usually involves expressing
your confusion and working it out as best you can at any given moment in time. It invariably involves risking mistakes, or more accurately, risking exposure of your mistakes to yourself and to your reader. After, all, you, like us, like anyone, are going to be confused at times and are certain to be making errors of commission and omission. Your Log is an unusual learning instrument which highly values such exposure. Learning necessarily entails errors and their recognition and correction—over and over again. A useful measure of progress is making higher level errors and discovering them more rapidly.

Owing what you write as a source of your knowing and learning, including the confusion accompanying the learning of new ideas and skills.

Log criteria are expressed in the above guidelines, both the technical details of craftsmanship and the art of exercising your imagination and intellect.

Finally, note that ongoing feedback to you on your Log is a key ingredient. That feedback essentially informs you of my views on whether or not your entries are on-target or in harmony with the criteria. Its ultimate purpose is to help you increase your self-monitoring and self-correcting capacities.
Attachment 4:

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>EPAS Competency</th>
<th>KUSSW Foundation Level Practice Behaviors</th>
<th>Related Educational Objectives</th>
<th>Session number of Content Coverage</th>
<th>Related Assignments</th>
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</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
<td>Advocate for client access to the services of social work.</td>
<td>Articulate a clear understanding of the nature of professional social work and the unique role of the social worker in the helping process.</td>
<td>Signature Assignment on Professional Identity</td>
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<td></td>
<td>Practice personal reflection and self-correction to assure continual professional development.</td>
<td>Utilize self-reflection skills and social work supervision in order to correct and improve one’s own social work practice.</td>
<td>Signature Assignment on Professional Identity</td>
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<tr>
<td></td>
<td>Attend to professional roles &amp; boundaries.</td>
<td>Articulate a clear understanding of the nature of professional social work and the unique role of the social worker in the helping process.</td>
<td>Signature Assignment on Professional Identity</td>
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<td></td>
<td>Demonstrate professional demeanor in behavior,</td>
<td>Articulate a clear understanding of the nature of professional social work and</td>
<td>Signature Assignment on Professional Identity</td>
<td></td>
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</tbody>
</table>
| 2.1.2 Apply social work ethical principles to guide professional practice. | Recognize and manage personal values in a way that allows professional values to guide practice. | Understand and apply the values and ethical standards outlined in the NASW Code of Ethics. | }
<p>| 2.1.3 Apply critical thinking to inform and communicate professional judgments | <strong>Apply strategies of ethical reasoning to arrive at principled decisions.</strong> | Understand and apply the values and ethical standards outlined in the NASW Code of Ethics. |
| 2.1.4 Engage in diversity and difference in practice | <strong>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</strong> | Demonstrate the ability to identify, analyze, and implement appropriate evidence based practices with client systems. |
| <strong>Analyze models of assessment, prevention, intervention, and evaluation.</strong> | Demonstrate the ability to identify, analyze, and implement appropriate evidence based practices with client systems. |
| <strong>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</strong> | Describe, critique, and apply the knowledge, values, and skills required for culturally competent practice. |
| Gain sufficient self-awareness to | Describe, critique, and apply the knowledge, values, and |</p>
<table>
<thead>
<tr>
<th>2.1.6 Engage in research-informed practice and practice-informed research</th>
<th>Use practice experience to inform scientific inquiry.</th>
<th>Demonstrate the ability to evaluate one’s own practice through all phases of the generalist helping process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize conceptual frameworks to guide the processes of assessment,</td>
<td>Describe and apply the knowledge, values and skills required for reflective practice during the intervention phase of the helping process with</td>
<td></td>
</tr>
<tr>
<td>environment</td>
<td>intervention, and evaluation.</td>
<td>individuals, with an emphasis on implementing task centered and solution focused approaches</td>
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<tr>
<td><strong>2.1.8</strong> Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>Analyze, formulate, and advocate for policies that advance social well-being.</td>
<td>Describe, critique, and apply the knowledge, values and skills required for expanding the direct service role to influence and improve agency policies or social service systems.</td>
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<td></td>
<td>Collaborate with colleagues and clients for effective policy action.</td>
<td>Describe, critique, and apply the knowledge, values and skills required for expanding the direct service role to influence and improve agency policies or social service systems.</td>
</tr>
<tr>
<td><strong>2.1.9</strong> Respond to contexts that shape practice</td>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</td>
<td>Describe, critique, and apply the knowledge, values and skills required for expanding the direct service role to influence and improve agency policies or social service systems.</td>
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<td>Provide leadership in</td>
<td>Describe, critique, and apply</td>
</tr>
<tr>
<td>2.1.10 ENGAGE</td>
<td>Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.</td>
<td>Describe and apply the knowledge, values and skills required for reflective practice throughout all phases of the helping process with families and groups.</td>
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<tr>
<td><strong>Engage</strong>, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Use empathy and other interpersonal skills.</td>
<td>Describe and apply the knowledge, values and skills required for reflective practice throughout all phases of the helping process with families and groups.</td>
</tr>
<tr>
<td>2.1.10 ASSESS</td>
<td>Collect, organize, and interpret client data.</td>
<td>Describe and apply the knowledge, values and skills required for reflective practice throughout all phases of the helping process with families and groups.</td>
</tr>
</tbody>
</table>

Promoting sustainable changes in service delivery and practice to improve the quality of social services.

The knowledge, values and skills required for expanding the direct service role to influence and improve agency policies or social service systems.
<table>
<thead>
<tr>
<th>families, groups, organizations, and communities</th>
<th>Assess client strengths and limitations.</th>
<th>Describe and apply the knowledge, values and skills required for reflective practice throughout all phases of the helping process with families and groups.</th>
<th>Signature assignment on engagement-assessment-intervention and evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop mutually agreed-upon goal &amp; objectives.</td>
<td>Describe and apply the knowledge, values and skills required for constructing mutually agreed upon goals, objectives, intervention and termination plans with individual clients. Describe and apply the knowledge, values and skills required for reflective practice throughout all phases of the helping process with families and groups.</td>
<td>Signature assignment on engagement-assessment-intervention and evaluation.</td>
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<td>Select appropriate intervention strategies.</td>
<td>Describe and apply the knowledge, values and skills required for constructing mutually agreed upon goals, objectives, intervention and termination plans with individual clients. Describe and apply the knowledge, values and skills required for reflective practice throughout all phases of the helping process with families and groups.</td>
<td>Signature assignment on engagement-assessment-intervention and evaluation.</td>
</tr>
</tbody>
</table>
2.1.10 INTERVENTION

<p>| Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities |
| Initiate actions to achieve organizational goals. | Describe, critique, and apply the knowledge, values and skills required for expanding the direct service role to influence and improve agency policies or social service systems. | Signature assignment on engagement-assessment-intervention and evaluation. |
| Implement prevention interventions that enhance client capacities. | Describe and apply the knowledge, values and skills required for constructing mutually agreed upon goals, objectives, intervention and termination plans with individual clients. |
| Help clients resolve problems. | Describe and apply the knowledge, values and skills required for reflective practice throughout all phases of the helping process with families and groups. | Signature assignment on engagement-assessment-intervention and evaluation. |</p>
<table>
<thead>
<tr>
<th>Negotiate, mediate, and advocate for clients.</th>
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</thead>
<tbody>
<tr>
<td>Facilitate transitions and endings.</td>
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</tr>
</tbody>
</table>

Objectives, intervention and termination plans with individual clients.

Describe and apply the knowledge, values and skills required for reflective practice throughout all phases of the helping process with families and groups.

Signature assignment on engagement-assessment-intervention and evaluation.
| 2.1.10 EVALUATE Engage, assess, intervene, and **evaluate** with individuals, families, groups, organizations, and communities | Critically analyze, monitor and evaluate interventions. | Demonstrate the ability to evaluate one’s own practice through all phases of the generalist helping process. | Signature assignment on engagement-assessment-intervention and evaluation. |