SW 840-701:
Generalist Social Work Practice I

I. PREREQUISITES & COREQUISITES:

SW 810: Theories of Groups, Organizations, & Communities
SW 894A: Field Instruction Foundations I

II. COURSE DESCRIPTION

This three credit hour course is the first in a two-part sequence that introduces students to the generalist practice foundation of social work practice for work with individuals, families, groups, and communities. Students will learn beginning-level skills for developing professional relationships with client systems, assessing problems as they relate to attributes of the client and the client’s environment, and choosing appropriate interventions based upon this assessment. This course will also focus on the integration of research and practice, including assessment through the use of scientific theory and research methodologies. Assessment includes evaluation of interventions and meeting of service needs within their social context. Social work students will examine social work values and ethics throughout the course. Issues of gender, ethnicity, and culture will be explored across the lifespan as they are relevant to assessment and intervention with client systems. This course provides students with a foundation in social work practice upon which a wide variety of possible micro-, meso-, and macro-practice social work careers may be built.

Methods of Instruction

Skills and knowledge will be imparted via assigned readings and exercises, lecture, and class discussion. Videotapes and guest speakers may also be utilized. There will be material presented in class that will not be covered in the assigned readings. Similarly, there will be material presented in the assigned readings that will not be covered in class.

You will be responsible for all material.
III. TEXTS

Texts (with one subsequently noted exception) are available at the Mott Community College Bookstore. Some may be purchased on-line at

- Alibris  http://www.alibris.com/
- Amazon  http://www.amazon.com/
- Barnes & Noble  http://www.barnesandnoble.com/

A. Required


*SW 840 Course Pack*

[the Course Pack will be available for purchase in class]

B. Recommended


**OR**

IV. COURSE OBJECTIVES

A. To understand the generalist nature of social work practice in relationship with aims, purpose, ethics, values, accountability, and scientific inquiry.
B. To be aware of key historical perspectives in social welfare that inform social work practice.
C. To develop a disciplined use of professional self in interactions with clients, agencies, and communities.
D. To demonstrate beginning skills in the application of empirically-based theoretical frameworks in the implementation of assessment and intervention strategies.
E. To demonstrate beginning skills in empirically-based assessment and intervention.
F. To demonstrate the ability to evaluate and apply evaluation research literature as it applies to assessment and intervention.
G. To demonstrate familiarity with clinical measures and other means for evaluating one’s own practice.
H. To demonstrate knowledge and awareness of the functions of gender, culture, community, ethnicity, and other relevant sociodemographic factors within and upon client systems.

V. ASSIGNMENTS AND BASIS FOR GRADING

How well you fulfill the course objectives will be evaluated by your performance on class quizzes, study questions, papers, assignments, projects, and participation. Other behavior in class may also contribute to performance evaluation.

Sometimes it is necessary to make changes in assigned tasks. If this happens, I shall give you as much advance notice as possible.

A. CLASS CONDUCT

Students are expected to conduct themselves as active members of a learning community. Since this class is part of your professional training as a social worker, the expectations placed upon you are greater than those outlined in the MSU publication *Spartan Life: Student Handbook and Resource Guide*. These expectations include, but are not limited to, those discussed in the MSU School of Social Work *Field Education Manual* with special emphasis on *Professional Expectations of Social Work Students*. This includes conformity to the *NASW Code of Ethics*.

Failure to abide by these expectations, including engaging in disruptive behavior, will result in lower evaluations.

Disruptive behavior includes, but is not limited to, carrying on conversations or engaging in activities other than class activities during class, refusing to participate in class activities, and other behavior that detracts from enhancing the learning community.

Minor disruptions will result in a lower class participation grade. More serious disruptions may result in exclusion from class for one session up to permanent exclusion and receiving a failing grade in the course.

Activity on the class Internet discussion list is regarded as behavior during class.
B. INSTRUCTIONS
Failure to follow instructions will result in lower grades for class work.
This includes failure to follow format instructions for written coursework and presentations.
Minor noncompliance with instructions will result in lower scores.
More serious noncompliance and/or persistent minor noncompliance may result in receiving a failing grade on coursework.

C. REQUIREMENTS, EXPECTATIONS & WEIGHTS
15% PSYCHOSOCIAL ASSESSMENT (DUE OCTOBER 24TH)
This should be an APA-style paper of no more than 2600 words (about eight pages of text not counting title page and reference page). It should provide an ecological- and systems-based assessment of one client within the context of his or her environment. The focus of this assignment is to apply interviewing and assessment techniques to one client in your field education placement, based on one or more contacts. Be sure to clear using this case with your field education instructor and your agency supervisor (if different individuals). You must protect your client’s right to privacy by disguising information that would tend to identify your client to others. It is important to integrate course material into the text (i.e., with specific examples) citing at least 5 references (some may be from course materials). The following outline must be followed.

PSYCHOSOCIAL ASSESSMENT OUTLINE
INTRODUCTION: This should have two components (about 300 words total for this section) –
Agency Setting. A brief description of the agency setting: number of staff, number of clients per year, funding source, clientele, organizational goals and mission, etc.
Presenting Problem/Concern. A brief account of the stated reason for seeking services, including who sees the situation as concerning and why they see it as concerning. It is almost certain that there will be different viewpoints. This should include referral source, voluntary or involuntary status, number, length, and nature of contacts, and sources of information including the client’s statement as to why she or he is seeking help at this time.

BACKGROUND INFORMATION (about 600 words total for this section)
Provide a brief demographic profile including client’s cultural background. Give a brief history of the presenting problem, psychiatric, drug or alcohol use, legal issues, family, social and medical, current living and financial situation, etc. If appropriate and agreeable to your agency, complete a DSM-IV diagnosis for the client.

ASSESSMENT: This should consist of three subsections (about 1200 words total for this section) –
Assessment Process. Briefly describe how you established rapport with the client. What skills were successful in developing a working alliance with the client? This includes describing “use of self” in establishing a therapeutic alliance. Discuss factors related to your and your client’s cultural background (e.g., same or different? Skills which helped or hindered?) How did you obtain relevant information to conduct an ecologically-based assessment (i.e., client, family system, community, culture).
Personal and Environmental Strengths and Weaknesses.

**Personal Strengths and Weaknesses.** Identify personal strengths (resources and skills) as well as weaknesses (deficits and excesses) for the client. These include personal appearance, health and hygiene, response to life-cycle changes, use of alcohol and other drugs, intellectual functioning, cognitive flexibility, functional/dysfunctional beliefs/behavior patterns, judgment/self-control, emotional range, appropriateness of emotional display, cultural identification, acculturation, motivation, etc.

“Strengths” may be associated with “weaknesses,” e.g., an individual who abuses drugs will have some adaptive behaviors that enable her/him to survive, they may have successfully coped with the problem in the past, etc.

**Environmental Strengths and Weaknesses.** Do the same for the client’s environment, addressing the following areas:

- primary support group (e.g., usually family, relationships with parents, siblings, partner, children, stability of relationships),
- social environment (e.g., friends, availability of and participation in recreation, availability of and involvement in social/ cultural/ religious organizations),
- education (e.g., level of education, adequacy of educational environment, relationship with teachers/ classmates, opportunities for self-development/ education),
- occupation (e.g., work opportunities, employment status, safety and stability of work, work schedule, satisfaction with job, relationship with employer/ co-workers),
- housing and neighborhood (e.g., safety, adequacy of space, stability of living arrangements, security/ police/ fire protection),
- economic issues (e.g., adequacy of financial resources, sources of financial support, financial obligations),
- health/social service issues (e.g., availability of services, relationship with service providers, adequacy of health insurance)
- legal system (e.g., legal actions, arrest, crime victim)
- other issues (e.g., adequate transportation)

“Strengths” may be associated with “weaknesses” here as well, e.g., a tenants organization in a community with substandard housing.

**Targets and Goals.** Briefly summarize three concerns/problems selected for change and goals for these concerns. These concerns and goals must be selected and developed by your client and you. They must be high priority concerns. Define the concerns in an ecological context and operationalize them so that a concrete goal may be selected. Do this in a way that will assist you in selecting an intervention.

**Preliminary Intervention Plan**

Briefly discuss future directions for work with this client. This should include a discussion of the interventions to be used to move the selected concerns from their current status to the goals. (about 400 words total for this section)

**Concerns and Goals.** Identify and specify the central problems/concerns for this client in order of priority. It is generally a good idea to specify only a few central issues.

**Treatment Plan.** Propose a course of treatment including number of sessions, setting, treatment modality, etc. The efficacy of the selected treatment modality should be supported by reference to outcome evaluation research (cite articles from a professional peer review journal). Identify who you would target for the intervention? (i.e., individual client, dyad, family, group, or community). How would your intervention be culturally competent?
10% **CLINICAL MEASURE PRESENTATION (NOVEMBER 14TH & 21ST)**

The completed checklist must be handed in to the instructor at the class session before (Nov. 9th or Nov. 16th) the presentation.

This assignment is designed to give you the opportunity to both learn and use a standardized method of measurement.

You will select an instrument that measures a concept which is frequently explored with clients in social work practice, e.g., self-esteem, depression, anxiety, substance abuse, etc.

You should begin by doing some research on your topic and the various ways that it has been measured. This will help you assess the usefulness of measurement in practice situations.

For this presentation, you will provide each student in this class with

- a completed “Evaluation Checklist for Clinical Measures” (provided in class),
- a list of APA-style references covering the concern and the measure, and
- a copy of the measure and scoring protocol.

15% **PRACTICE EVALUATION PAPER (DUE NOVEMBER 28TH)**

This assignment requires a minimum of 5 weeks to complete, so plan ahead! It is designed to give you the experience of systematically collecting data and evaluating the outcome of your work with a client. This should be an APA-style paper of **no more** than 2600 words (about eight pages of text not counting title page and reference pages).

For a passing grade (3.0), you must have a minimum of 5 references. At least five references must **NOT** be course materials. In most cases, I shall evaluate articles from professional peer review journals more highly than references of other types.

Be sure to discuss this assignment with your field instructor, and enlist their help in selecting an appropriate client or program component for this assignment. Pick a behavior or attitude that you and the client have decided needs changing or a measurable aspect of the program for evaluation.

The paper must follow this outline.

**EVALUATION PAPER OUTLINE**

**INTRODUCTION**

This should have four components —

- **Case History:** The paper should include a brief case history (i.e., one paragraph) that puts the situation, behavior, or attitude in a psychosocial and/or ecological context, including the agency setting.

Was this the same or a different client from the psychosocial assessment (#1)?

- **Problem List:** Identify and list important issues and/or problems.

- **Target Problem Definition and Goal:** From the issue/problem list, select a specific problem (or set of related problems) and operationally define the targeted situation(s), behavior(s), or attitude(s), and objectify expected change(s) (the goal(s)).

- **Measurement Plan for the Target Problem:** The outcome measure (the measure for your selected issue and/or problem used in the single system chart) may be scores from a rapid assessment instrument, or measurement of a behavior or other event (frequency, duration, or rating of intensity).

Include a rationale for choosing the outcome measure.

Address why it was important that this particular issue and/or problem be measured?

If you used a rapid assessment instrument, why did you choose it?

If you counted, timed, or rated the intensity of events/behaviors, why did you choose them?

Consider using interview/observational data to supplement the information from your measurement of your selected issue and/or problem.
INTERVENTION AND EVALUATION PLANS
This should include three components –

Intervention Plan: Briefly describe the intervention:

a. If you worked with a single client or small client system, briefly identify and
describe the intervention/treatment procedure or package of interventions (treatment
package) to be used and why you (or the agency) chose it for the concern/problem
area. You should specifically describe the components of the intervention. Your
description of the intervention process (treatment procedure or package) should allow
a reader to understand how it is done.
b. If you worked with a larger client system (e.g., agency, community,
institution), briefly identify and describe the intervention/treatment procedure or
package(s) to be used and why you (or the agency) chose it (or them) for the
concerns/problem areas. You should specifically describe the components of the
intervention(s). Your description of the intervention process (treatment procedure or
package) should allow a reader to understand how it is done.

If many different concerns and associated intervention packages are used in your
program, you may select one broad concern (or set of associated concerns, e.g.,
substance abuse) and its associated intervention package for evaluation.

Another option would be to evaluate the entire program. Under this option, list all
concerns handled by the program and select the two most frequently addressed
concerns for evaluation.

Empirical Support: To achieve more than a bare pass (3.0), you must cite professional
outcome evaluation research articles to justify use of this treatment procedure or package;
and

Design: Briefly describe the single system design you used to evaluate the
effect of the intervention.

Baseline: If possible, you should measure the outcome the
behavior and/or attitude for at least one week of no-intervention baseline. Sometimes
collecting baseline data is not feasible, so absence of a baseline in such a case will not
necessarily imply a lower grade. Be sure to state in your paper why collection of
baseline data was not feasible.

If you can collect baseline data, try to reach a stable baseline if possible.

Measurements per Phase: To obtain a passing grade (3.0), you must collect
at least at least three measurements per phase for a multiphase design, or at least six
measurements for a single phase design

IMPLEMENTATION OF INTERVENTION AND EVALUATION PLANS
Briefly describe the intervention and single system evaluation process. If departures from the
plan occurred, note them. This section should cover process (implementation), not outcomes
(results).

Implementation of Measurement Plan: Describe any departures from or
modifications to the measurement plan that occurred during data collection.

a. If you worked with a single client or small client system (i.e., dyad, family),
discuss how the target behavior was monitored (the systematic measurement discussed
previously).
b. For a larger system (e.g., community, institution), discuss the procedures you
used for data collection. If you used an existing data set, describe how these data were
collected as well.

Implementation of Intervention: Describe any departures from or
modifications to the intervention plan during implementation.
RESULTS AND EVALUATION OF OUTCOME
In this section, you should evaluate your practice with this client or evaluate the program’s efficacy. You will report and use the results from the single system chart to determine whether there is sufficient evidence to conclude that there was a change in the target problem.

Results: Visually inspect and describe measured treatment outcomes based on your graph.
For evaluations with two or more phases, calculate mean outcome measure scores for A and B phases and discuss the level of change for your client.
Discuss apparent trends and fluctuations in the data line. Was there evidence to suggest a systematic trend? Were there changes in the data line associated with specific events? Provide evidence that would tend to support and tend to disconfirm your answers to these questions.

Discussion: Discuss the measured outcome of your treatment or the measured impact of the program relative to the particular goal set.
If there was evidence for change, can you reasonably conclude from the evidence that it was due to your intervention?
Discuss how good the evidence is that there was change (improvement or deterioration) in the target behavior.
Discuss the evidence for and against a conclusion that such change, if any, was caused by the intervention (causal inference). How good is the evidence that the change was caused by the intervention?
You should include your single system chart (in an appendix) with clearly identified dependent (outcome) and independent (intervention phases) variables.
Clearly identify the phases in the chart according to the conventions for single system charting. For a two or multi-phase design, indicate at what point during the treatment you introduced the intervention (i.e., Phase B), interventions (e.g., Phase B, Phase C), and/or changed intervention packages (e.g., Phase B, Phase BC, Phase D).
Refer to the chart in your paper. Including baseline and maintenance phases (where possible) will enhance your grade.

APPENDIX: SINGLE SYSTEM DESIGN CHART
The chart in this appendix must conform to the conventions for single system charts discussed in class.

REFERENCES
The sources listed should be referenced according to APA guidelines.

10% OTHER ASSIGNMENTS / HOMEWORK

15% STUDY QUESTIONS – DUE EACH WEEK
The purpose of study questions is to encourage contact with course content. Thus, they are leniently graded with respect to content. In exchange for this, I expect formatting instructions to be followed so that I may provide rapid feedback. Failure to follow instructions will result in a lower grade or no credit.

10% CLASS PARTICIPATION
This includes in-class participation (which implies attending class) and participation on the class Internet discussion list. Questions or observations that tend to increase interaction with course content would raise a participation grade. Questions or observations about administrative issues would have no positive effect on grade. At minimum, disruptive behavior will lower the participation grade.
25%  **FINAL QUIZ (DECEMBER 12TH)**
This covers *all* course content. Format is multiple choice and short answer.

**D. GRADE ASSIGNMENT**
Final grades for this course will be assigned as follows:

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<td>94 – 100</td>
<td>Outstanding</td>
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<tr>
<td>3.5</td>
<td>87 - &lt;94</td>
<td>Very Good</td>
<td>1.5</td>
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<tr>
<td>3.0</td>
<td>80 - &lt;87</td>
<td>Good / Pass</td>
<td>1.0</td>
</tr>
<tr>
<td>2.5</td>
<td>73 - &lt;80</td>
<td>Below Passing</td>
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**GRADES ARE FINAL.** The exception to this is instructor error in grading and/or instructor error in computation of grades. Thus, you are encouraged to hold on to all class work until after you have received your grade report from the University.

**C. POSTING OF GRADES**
Students who wish to have their grades posted by a random identification number should fill out and turn in the *Permission to Post Grades* form enclosed in the upper box on the last page of this syllabus.
If you do NOT wish to have your grades posted, please fill out the *Refusal* form enclosed by the lower box on the last page.
VI. TOPICAL OUTLINE

There will be some modifications to the reading assignments made over the course of the semester. I shall attempt to give you as much advance notice as possible of these changes.

WEEK 1: Course Overview / The Helping Process / Therapeutic Use of Self / Relationship Building Skills
AUG. 29

WEEK 2: Labor Day Holiday
SEPT. 5

Required Reading:
Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen
Ch 3: “Overview of the Helping Process”
Ch 5: “Relationship Building Skills: Communicating With Empathy and Authenticity”
Ch 6: “Verbal Following, Exploring, and Focusing Skills”
Ch 7: “Eliminating Counterproductive Communication Patterns”

Paniagua
Ch. 1: “Minority, Multicultural, Race, and Ethnicity Concepts”
Ch. 2: “General Guidelines for the Assessment and Treatment of Multicultural Groups”

WEEK 3: Culture and Social Work Practice / Ethics / Individual Psychosocial Assessment
SEPT. 12

Required Reading:
CoursePack: Hinman
Ch 1: “The Moral Point of View”
Ch 2: “Understanding the Diversity of Moral Beliefs: Relativism, Absolutism, and Pluralism”

CoursePack: (Bring to Class)
Culturally Sensitive Practice Notes Outline
Handout: Cross-Linguistic Assessment and Treatment
Handout: Culture Bound Syndromes
Handout: Cross-Cultural Vignette #1
Ethics and Social Work Notes Outline
Interviewing Micro-Skills Notes Outline

Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen
Ch 8: “Assessment: Exploring and Understanding Problems and Strengths”

Jordan & Franklin
Ch 1: “An Integrative Skills Assessment Approach”
Ch 2: “Linking Assessment and Intervention”
Ch 3: “Quantitative Clinical Assessment Methods”
Ch 7: “Adults”

Paniagua
Ch. 3: “Guidelines for the Assessment and Treatment of African American Clients”
Ch. 4: “Guidelines for the Assessment and Treatment of Hispanic Clients”
WEEK 4:  Ecological and Systemic Assessment
SEPT. 19

Required Reading:
CoursePack: (Bring to Class)
Interviewing Micro-Skills Notes Outline
Assessment and Diagnosis Notes Outline – Part I
Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen
Ch 9: “Assessing Intrapersonal and Environmental Systems”
Jordan & Franklin
Ch 5: “Qualitative Assessment Methods”
Ch 6: “Children and Adolescents”
Paniagua
Ch. 5: “Guidelines for the Assessment and Treatment of Asian Clients”
Ch. 6: “Guidelines for the Assessment and Treatment of American Indian Clients”

Recommended Reading:
Hardcastle, Wenocur & Powers
Ch. 3: “The Nature of Social and Community Problems”
Ch. 5: “Discovering and Documenting the Life of a Community”

WEEK 5:  Diagnosis Using the DSM-IV
SEPT. 26

Required Reading:
CoursePack: (Bring to Class)
Assessment and Diagnosis Notes Outline – Part I
Assessment and Diagnosis Notes Outline – Part II
Handout: Cultural Identity Considerations
Handout: Daily Record of Cravings
Handout: Problem/Concerns List
Handout: Domains for Consideration for Problem List
Jordan & Franklin
App 7A: “Multiaxial Assessment with the DSM-IV-TR”
App 7B: “Schizophrenia and Other Psychotic Disorders from the DSM-IV-TR”
Paniagua
Ch. 8: “Guidelines for Evaluating and Using the Epidemiological Mental Health Literature with Multicultural Groups”
Ch. 9: “Using Culturally Biased Instruments”
Ch. 10: “Using Cultural Variables in the DSM-IV”
WEEK 6:  
Oct. 3

Family and Group Assessment

Required Reading:
CoursePack: (Bring to Class)
Assessment and Diagnosis Notes Outline – Part II
Handout: Cultural Identity Considerations
Handout: Daily Record of Cravings
Handout: Problem/Concerns List
Handout: Domains for Consideration for Problem List

Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen
Ch 10: “Assessing Family Functioning in Diverse Family and Cultural Contexts”
Ch 11: “Forming and Assessing Social Work Groups”
Ch 15: “Enhancing Family Relationships”

Jordan & Franklin
Ch 8: “Family Systems”
Ch 9: “Assessing Families Who Are Multistressed”

Recommended Reading:
Hardcastle, Wenocur & Powers
Ch. 9: “Using Work Groups: Committees, Teams, and Boards”

WEEK 7:  
Oct. 10

Organizational and Community Assessment

Required Reading:
CoursePack: (Bring to Class)
Assessment and Diagnosis Notes Outline – Part II
Handout: Cultural Identity Considerations
Handout: Daily Record of Cravings
Handout: Problem/Concerns List
Handout: Domains for Consideration for Problem List
Measurement and Data Collection Notes Outline – Part I
Handout: Beck Depression Inventory (1978)
Handout: Daily Record of Automatic Thoughts
Handout: Generalized Contentment Scale (1988)
Handout: Scoring the Generalized Contentment Scale
Handout: Scoring Sheet for the Generalized Contentment Scale
Handout: Negative Thoughts about Self

Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen
Ch 18: “Managing Barriers to Change”

Jordan & Franklin
Ch 10: “Multicultural Assessment”

Recommended Reading:
Hardcastle, Wenocur & Powers
Ch: “Using Assessment in Community Practice”
Ch: “Using Self in Community Practice: Assertiveness”
Ch: “Using Your Agency”
WEEK 8: Introduction to Empirical Clinical Practice / Role of Research in Practice / Specifying Goals  
Oct. 17

**Required Reading:**

**CoursePack: (Bring to Class)**  
Measurement and Data Collection Notes Outline – Part I  
Handout: Beck Depression Inventory (1978)  
Handout: Daily Record of Automatic Thoughts  
Handout: Generalized Contentment Scale (1988)  
Handout: Scoring the Generalized Contentment Scale  
Handout: Scoring Sheet for the Generalized Contentment Scale  
Handout: Negative Thoughts about Self

**Bloom, Fischer, & Orme**  
Ch 1: “Integrating Evaluation and Practice”  
Ch 2: “Basic Principles of Conceptualization and Measurement”  
Ch 3: “Specifying Problems and Goals”  
Ch 5: “Behavioral Observation”

**Jordan & Franklin**  
Ch 11: “Linking Assessment to Outcome Evaluation Using Single System and Group Research Designs”

WEEK 9: Measurement and Data Collection / Using Systematic Measurement  
Oct. 24  
Psychosocial Assessment Due

**Required Reading:**

**CoursePack: (Bring to Class)**  
Measurement and Data Collection Notes Outline – Part II  
Handout: Spreadsheet for Scoring the Generalized Contentment Scale

**Bloom, Fischer, & Orme**  
Ch 4: “Developing a Measurement and Recording Plan”  
Ch 6: “Individualized Rating Scales”  
Ch 7: “Standardized Questionnaires”  
Ch 8: “Logs”  
Ch 9: “Reactivity and Nonreactive Measures”  
Ch 10: “Selecting a Measure”

**Jordan & Franklin**  
Ch 4: “Standardized Assessment Measures and Computer-Assisted Assessment Technologies”

WEEK 10: Practice Evaluation: Single System Design  
Oct. 31

**Required Reading:**

**CoursePack: (Bring to Class)**  
Single Subject Analysis and Continuous Assessment Notes Outline – Part I  
Handout: Calculating a Standard Deviation Band

**Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen**  
Ch 12: “Negotiating Goals and Formulating a Contract”

**Bloom, Fischer, & Orme**  
Ch 11: “Basic Principles of Single-System Designs”  
Ch 12: “Baselining”  
Ch 13: “From the Case Study to the Basic Single-system Design: A-B”  
WEEK 11:  Planning and Selecting an Intervention  
Nov. 7   Beginning Treatment Skills: Cognitive Treatment

Required Reading:

CoursePack: (Bring to Class)
Single Subject Analysis and Continuous Assessment Notes Outline – Part I
Handout: Calculating a Standard Deviation Band

Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen
Ch 13: “Planning and Implementing Change-Oriented Strategies”

WEEK 12:  Clinical Measurement Presentations  
Nov. 14

Required Reading:

CoursePack: (Bring to Class)
Single Subject Analysis and Continuous Assessment Notes Outline – Part I
Handout: Calculating a Standard Deviation Band
Single Subject Analysis and Continuous Assessment Notes Outline – Part II
Handout: Charting Progress with a Spreadsheet - I

WEEK 13:  Clinical Measurement Presentations  
Nov. 21

Required Reading:

CoursePack: (Bring to Class)
Single Subject Analysis and Continuous Assessment Notes Outline – Part II
Handout: Charting Progress with a Spreadsheet - I

WEEK 14:  Beginning Treatment Skills: Problem-Solving, Communication Skills, Advocacy, Case Management  
Nov. 28

Practice Evaluation Paper Due

Required Reading:

Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen
Ch 17: “Additive Empathy, Interpretation, and Confrontation”

Recommended Reading:

Hardcastle, Wenocur & Powers
Ch 12: “Using the Advocacy Spectrum”
Ch 13: “Case Management as Community and Interorganizational Practice”

WEEK 15:  Beginning Treatment Skills: Termination.  
Dec. 5   Catch Up / Course Wrap Up

Required Reading:

Hepworth, Rooney, Rooney, Strom-Gottfried, & Larsen
Ch 19: “The Final Phase: Termination”

FINALS  Final Quiz  
WEEK:  Final Quiz  
Dec. 12  Monday, December 12, 2005, 8: 00 – 10:00 PM