COURSE DESCRIPTION

This course continues to build skills of generalist practice with individuals, families, groups, organizations and communities. It begins by examining the common structure of social work practice that includes the engagement, assessment, interventions and evaluation phase with multi-level practice (individual, family, group, organization, community). In this course, the skills and intervention roles relevant to the middle and end phases of intervention with individuals, families, groups, organizations and communities will be discussed in greater detail. Knowledge and skills that facilitate the development of interventions that are preventive in nature, target and promote the enhancement of political, economic, physical, mental, social, spiritual and educational well-being will be presented. The influence of the organizational and community context in supporting or creating obstacles for outcome achievement during middle phase practice will be explored, as well as strategies to intervene in ways that support client, worker and organizational and community capacity for successful intervention.

PLACE OF COURSE IN THE CURRICULUM

This is the second of a two-course sequence covering foundation contents in generalist social work practice with individuals, families, groups, organizations and communities.

RELATIONSHIP OF COURSE TO HUMAN RIGHTS, SOCIAL JUSTICE AND WELL BEINGS

Generalist Practice II continues with the premise that all people should have basic rights and access to the broad benefits of their societies. The course continues to apply the social work organizing principle of person-in-environment and incorporates the indicators of well-being as the bridge for students to conceptualize and actualize the theory of human rights and social justice in everyday social work practice. Organizations and Communities are viewed as the context within which the social worker and client collaborate and can promote or impede client well being. Based on the specific knowledge and skills that students learned to collaborate with clients to develop strength-based assessments from Generalist Practice I, the student now acquire skills as co-collaborators with clients to craft interventions that are concurrently preventive and enhance the capacity and well being of individuals, families, groups, organizations and communities, while initiating problem-solving, and outcome oriented actions. The advocacy role at this stage is deemed important. This framework informs the content and knowledge base of each phase of social work practice: preparation, engagement, assessment, intervention and evaluation that are the organizing structure of the two courses.
## COURSE COMPETENCY OUTCOMES

<table>
<thead>
<tr>
<th>CSWE Competencies</th>
<th>Practice Behavior (PB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1- Identify as a professional social worker and conduct oneself accordingly</td>
<td>PB2) practice personal reflection and self-correction to assure continual professional development</td>
</tr>
<tr>
<td>2.1.3- Apply critical thinking to inform and communicate professional judgments</td>
<td>PB2) analyze models of assessment, prevention, intervention, and evaluation</td>
</tr>
<tr>
<td>2.1.7- Apply knowledge of human behavior and the social environment</td>
<td>PB1) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
</tr>
<tr>
<td>2.1.9- Respond to contexts that shape practice</td>
<td>PB2) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
</tr>
<tr>
<td>2.1.10(b)-Assessment</td>
<td>PB4) select appropriate intervention strategies</td>
</tr>
<tr>
<td>2.1.10(c)-Intervention</td>
<td>PB1) initiate actions to achieve organizational goals</td>
</tr>
<tr>
<td></td>
<td>PB2) implement prevention interventions that enhance client capacities</td>
</tr>
<tr>
<td></td>
<td>PB3) help clients resolve problems</td>
</tr>
<tr>
<td></td>
<td>PB4) negotiate, mediate, and advocate for clients</td>
</tr>
<tr>
<td></td>
<td>PB5) facilitate transitions and endings</td>
</tr>
<tr>
<td>2.1.10(d)-Evaluation</td>
<td>PB1) Social workers critically analyze, monitor, and evaluate interventions</td>
</tr>
</tbody>
</table>

COURSE ObjectIVES

<table>
<thead>
<tr>
<th>CSWE Competencies &amp; PB</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3-PB2 2.1.10(b)-PB4</td>
<td>1. Demonstrate a beginning understanding of the differential use of a range of individual, family and group intervention models to achieve individual, family, group and organizational goals that build capacity and enhance client well being</td>
</tr>
<tr>
<td>2.1.10(c)-PB2, PB3 2.1.7 PB1</td>
<td>2. Select intervention strategies at the appropriate level (individual, family, group and organizational level) and modality (individual, family, group, system) in order to help clients prevent and resolve problems and build capacity.</td>
</tr>
<tr>
<td>2.1.1-PB2 2.1.10(c)-PB4, PB5 2.1.10(d)-PB1</td>
<td>3. Identify intervention roles such as: negotiator, mediator and advocate for clients and evidence and implement intervention skills such as: critically analyze, monitor and evaluate interventions and facilitate endings and transitions</td>
</tr>
<tr>
<td>2.1.9-PB2 2.1.10(c)-PB 1</td>
<td>Assess and initiate organizational change that will improve the quality of practice and the delivery of social services.</td>
</tr>
</tbody>
</table>

READINGS

Required Text

CHOOSE ONE OF THE FOLLOWING AS PRIMARY TEXT:


AND CHOOSE ONE SKILLS TEXT


Supplemental Readings – SEE APPENDIX A
**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Practice Behavior</th>
<th>Contribution to final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Assignment *</td>
<td>2.1.1 PB2</td>
<td>25-35%</td>
</tr>
<tr>
<td></td>
<td>2.1.3 PB2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1.7 PB1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.19 PB2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1.10(b) PB4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1.10 (c) PB1, PB2, PB3, PB4</td>
<td></td>
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<tr>
<td></td>
<td>2.1.10 (d) PB1</td>
<td></td>
</tr>
<tr>
<td>Individual Assignment</td>
<td>2.1.10 (c) PB5</td>
<td></td>
</tr>
</tbody>
</table>

*Common assignment for all sections. See Appendix B for common assignment and/or grading rubric. If the common assignment is a paper, the paper must be uploaded onto TK20.

**Guided Instruction**

To enhance the integration between theory and practice, 6 hours of the field integrative seminar will be considered partial fulfillment of the guided instructional time. To facilitate the integration, the following needs to be completed:

Within the first five weeks of the semester, students will give their Practice instructor and Faculty Advisors (i.e., integrative seminar leaders) copies of the field practicum educational agreements they developed with their field instructor.

By week ten students must give their Practice Instructors and faculty advisors a 3-4 page report that illustrates how the classroom content and field practicum are linked. This report should describe and appraise how classroom readings and discussions have informed field instruction and vice versa. It should illustrate how field instruction (i.e., supervision) and case assignments have informed their understanding of classroom content. The report should identify gaps or tensions that exist between what students are learning in the classroom and what they are learning in the field. By week fifteen students must turn in a second report, similar to the first report that includes, in addition, any changes or plans for correction that have been developed to improve the link between classroom and field practicum.

To successfully complete this course, students are expected to participate in 15 sessions of one hour and fifty minute class and 10 hours of guided instruction time. Faculty will need to develop guided instruction for the 4 hours of the course not covered by the integrative assignment.
Assessment & Grading

Grading Guide

The criteria for grading the common assignments for this course are included in Appendix B.

TK20

You are required to use the TK20 system to submit your common assignment paper. Your instructor will also provide a competency rating for your common assignment.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Introduction to the Middle or Intervention Phase of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of module</strong></td>
<td>This unit will review the phases of social work practice and the beginning, engagement and contracting skills. This unit will also set the context for intervention within the organizational and community setting. The influence of context and variables at the individual, worker, organization, community and societal level that impact middle phase practice will be addressed as well as beginning strategies to respond to obstacles at each level and to identify strengths in the community that can be accessed to support intervention. Ethical dilemmas that may come up during the middle phase of practice will be addressed. The unit will introduce the importance of working preventively, even while intervening.</td>
</tr>
<tr>
<td>1. Review the phases of practice and the preparation, engagement and contracting focus on key values:</td>
<td></td>
</tr>
<tr>
<td>• Client self-determination</td>
<td></td>
</tr>
<tr>
<td>• Worker and Client as Co-Collaborators and Co-Constructors of knowledge</td>
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</tr>
<tr>
<td>• Culturally responsive and evidence-informed intervention</td>
<td></td>
</tr>
<tr>
<td>2. Intervention Competencies that Advance Human Rights and Social Justice</td>
<td></td>
</tr>
<tr>
<td>• Developing awareness and identification of community resources of use to the client and identifying resources in the community that promote well-being (including physical, social, educational, spiritual, economic, political, emotional well-being) through community assessment and asset mapping.</td>
<td></td>
</tr>
</tbody>
</table>
## Module 1

### Introduction to the Middle or Intervention Phase of Practice

- Developing a basic understanding of approaches and models for intervention with organizations and communities as a method enhancing an agency’s capacity to respond in ways that recognize human rights and advance social justice and client well-being.

3. Organizational and contextual influences on practice at the individual, worker, organization, community and societal level that impact middle phase practice

- Social worker as change agent to effect change in conditions in socially unjust environments through asset-based community development activities.
- Develop skills to challenge laws, policies, norms, beliefs etc... that limit participation of individuals in the life of organization and the community Identify and respond to practices within the organizational setting that inhibit the well-being of client systems through the articulation of tactics and skills to implement and evaluate intervention at the organizational level.
- Social worker assesses power structures within agency, community and larger environment and assesses and addresses obstacles to meeting client’s needs.
- Social worker negotiates, mediates and advocates with and for the community through community development and capacity building activities.

4. Working preventively, even while intervening.

- Enhancement of client well being on multiple dimensions is both a prevention strategy and an intervention strategy that enhances client capacity.
- With individuals, families, groups, organizations and community, the social worker implements prevention interventions that enhance client capacities
- Social worker provides outreach and psycho-education as needed to the client system. Social worker helps client system connect with resources that will enhance well-being and areas of strength

### Competencies to be Mastered

<p>| 2.1.3-PB2 |
| 2.1.10(b)-PB4 |
| 2.1.9-PB2 |
| 2.1.10(c)-PB1, PB2 |</p>
<table>
<thead>
<tr>
<th>Module 1</th>
<th>Introduction to the Middle or Intervention Phase of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td>Relevant chapters from Instructor's choice of primary text and skills text and articles and book chapters in Appendix A.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2</th>
<th>The Intervention Phase of Practice with Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of module</td>
<td>This module will cover the intervention phase of social work practice. Intervention roles within the context or organizational practice will be identified. With an emphasis on conceptual frameworks and foundational skills students will learn how to access knowledge and apply skills that will facilitate culturally responsive, outcome-oriented intervention with the goal of enhancing client capacity and solving client problems.</td>
</tr>
<tr>
<td></td>
<td>1. Intervention Roles and Organizational and Community Context of Intervention</td>
</tr>
<tr>
<td></td>
<td>• Case Manager, Counselor, Broker, Mediator, Advocate, Collaborator</td>
</tr>
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<td></td>
<td>• Organizational factors that facilitate and support intervention</td>
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<td></td>
<td>2. Beginning introduction to steps in accessing and assessing the appropriateness of evidence-informed interventions</td>
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<tr>
<td></td>
<td>• Evidence-informed practice as an ethical issue and human right</td>
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<td></td>
<td>• Taking into consideration client values and cultural preferences during the intervention phase</td>
</tr>
<tr>
<td></td>
<td>• Identifying targets for change: cognition, affect, behavior, social relationships, organization and community</td>
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<tr>
<td></td>
<td>• Identifying interventions that decrease risk and enhance protective factors and client well-being at each level including organization and community</td>
</tr>
<tr>
<td></td>
<td>3. Intervention approaches suitable for generalist social work practice at all levels: individuals, families, groups, organizations and communities</td>
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<tr>
<td></td>
<td>• Strength-based</td>
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<td></td>
<td>• Problem-solving</td>
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<td>• Task-centered</td>
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<td>• Solution-focused</td>
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<td></td>
<td>• Preventive and capacity enhancing</td>
</tr>
</tbody>
</table>
### Module 2

The Intervention Phase of Practice with Individuals

- Rights based

#### 3. Some Intervention Skills

- Rehearing action steps
- Reviewing actions steps
- Educating
- Advising
- Reframing
- Responding with immediacy
- Confronting
- Getting in touch with and expressing suppressed affects
- Evaluating progress and re-contracting.

#### 4. Self Reflection on appropriateness of intervention and worker’s personal factors in influencing the intervention process leading to corrective practice when necessary.

<table>
<thead>
<tr>
<th>Competencies to be Mastered</th>
<th>2.1.1-PB2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.1.3-PB2</td>
</tr>
<tr>
<td></td>
<td>2.1.7-PB 1</td>
</tr>
<tr>
<td></td>
<td>2.1.10(b)-PB4</td>
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<tr>
<td></td>
<td>2.1.10(c)-PB2, PB3, PB4</td>
</tr>
<tr>
<td></td>
<td>2.1.10(d)-PB1</td>
</tr>
</tbody>
</table>

| Readings | Relevant chapters from Instructors choice of primary text and skills text and articles and book chapters in Appendix A |

### Module 3

The Intervention Phase of Practice with Families

**Description of module**

This unit will cover the intervention phase of social work practice with families. Intervention roles within the context or organizational practice will be identified. With an emphasis on conceptual frameworks and foundational skills students will deepen their knowledge of how to engage, assess and intervene with families.

#### 1. Engaging families

- The students are prepared to understand the family as an interacting mutually-reinforcing unit.
- Active out-reaching is often required to involve families in
<table>
<thead>
<tr>
<th>Module 3</th>
<th>The Intervention Phase of Practice with Families</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>service use.</td>
</tr>
<tr>
<td></td>
<td>• When families finally show up, workers’ active engagement through joining and accommodating to family norms and dynamics is addressed. Students are prepared to work with families of diverse culture competently.</td>
</tr>
<tr>
<td>2. Assessing families</td>
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<tr>
<td></td>
<td>• The family members’ different perception of the issues at hand and their past responses will be explored.</td>
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<tr>
<td></td>
<td>• The internal dynamics and structures of the family such as boundaries and subsystems, power and hierarchy, triangulations will be examined.</td>
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<tr>
<td></td>
<td>• Contextual forces, which affect families as stressors and resources, will be explored. They include community, culture, organization and larger social systems, including discrimination and oppression</td>
</tr>
<tr>
<td>3. Intervening with families</td>
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<tr>
<td></td>
<td>• Emphasis is on changing the family as a system in regard to changing the internal dynamics and structure</td>
</tr>
<tr>
<td></td>
<td>• Facilitate families to negotiate with the external systems to alleviate stress and access services so as to enhance families’ functioning.</td>
</tr>
<tr>
<td></td>
<td>• Advocacy for family needs is a routine consideration in order to obtain needed resources.</td>
</tr>
<tr>
<td></td>
<td>• Culturally sensitive intervention strategies are addressed.</td>
</tr>
<tr>
<td></td>
<td>• Advocate for rights of families to promote their physical, psychological, social, economic, educational and spiritual well being of the family</td>
</tr>
<tr>
<td>4. Self Reflection on appropriateness of intervention and worker’s personal factors in influencing the intervention process leading to corrective practice when necessary.</td>
<td></td>
</tr>
</tbody>
</table>
| Competencies to be Mastered | 2.1.1-PB2  
2.1.3-PB2  
2.1.7-PB1  
2.1.10(c)- PB2, PB3, PB4 |
<p>| Readings | Relevant chapters from Instructors choice of primary text and skills text and articles and book chapters in Appendix A |</p>
<table>
<thead>
<tr>
<th>Module 4</th>
<th>The Intervention Phase of Practice with Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of module</td>
<td>This unit will cover the intervention phase of social work practice with groups. Intervention roles within the context or organizational and community practice will be identified. With an emphasis on conceptual frameworks and foundational skills students will deepen their knowledge of how to engage, assess, intervene and evaluate with groups.</td>
</tr>
</tbody>
</table>

1. Introduction to Group Work
   - Types, forms and functions of groups
   - Group work logistics and pre-group planning
   - Purpose of the group
   - Engagement
   - Contracting
   - Social Worker Roles
   - Group Member Roles
   - Ethical Issues in Group work

2. The relationship of group work to social justice and human rights
   - Mutual aid and education as empowerment strategies
   - Organization and community task groups

3. Choosing and Implementing a Group Work Intervention
   - Development models
   - Relational Models
   - Evidence Informed Models

4. Management of group function and process
   - Social Work skills during implementation: leadership, communication and problem-solving

5. Self Reflection on appropriateness of intervention and worker’s personal factors in influencing the intervention process leading to corrective practice when necessary.

6. Assessing and Evaluating the Group
   - Process Evaluation
   - Outcome Evaluation
Module 4
The Intervention Phase of Practice with Groups

Competencies to be Mastered
2.1.1-PB2
2.1.3-PB2
2.1.7-PB1
2.1.10(c)-PB2, PB3, PB4

Readings
Relevant chapters from Instructors choice of primary text and skills text and articles and book chapters in Appendix A

Module 5
Evaluation, Endings and Transitions

Description of module
1. Evaluation
- Determine if the service agreement or contract (goals and action steps) and the intervention and skills selected were successful, partially successful or not at all.
- Evaluation should be on-going throughout the implementation of the intervention
- Generalist Practice interventions emphasize a strengths-based and problem solving/solution focus. The use of goals and action steps to measure outcomes enhances clients functioning in clients’ everyday life.
- The evaluation process facilitates client’s empowerment and self-efficacy

2. Endings and transitions
- Different types of endings (planned, unplanned, transfer to another worker or agency, organization or community achieves change or identifies other priorities)
- Complexity of endings with organizational and community relationships
- The major dimensions of endings

3. Dealing with feelings and thoughts related to endings and transitions
- Endings are likely to reactivate in clients (at all levels) as well as in workers feelings and thoughts from the past, present and future.
- Worker must address their own feelings and thoughts as preparation to help the clients identify and address their feelings. Students will understand that effective transition and termination processes assist clients in having a better understanding of themselves and that understanding
<table>
<thead>
<tr>
<th><strong>Module 5</strong></th>
<th><strong>Evaluation, Endings and Transitions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>contributes to clients psychological and social well being.</strong>&lt;br&gt;• Develop and clarify plans for termination and maintenance of change</td>
<td></td>
</tr>
<tr>
<td><strong>Competencies to be Mastered</strong></td>
<td>2.1.10(c)-PB5&lt;br&gt;2.1.10(d)-PB1</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td>Relevant chapters from Instructors choice of primary text and skills text and articles and book chapters in Appendix A</td>
</tr>
</tbody>
</table>
APPENDIX A. ADDITIONAL READINGS

Module 1: Introduction to the Middle or Intervention Phase of Practice


Module 2- The Intervention Phase of Practice with Individuals


Module 3-The Intervention Phase of Practice with Families


**Module 4-The intervention Phase of Practice with Groups**


Steinberg, D.M. (1996). She’s doing all the talking, so what’s in it for me? Use of time in groups. Social Work with Groups, 19(2), 5-16.


Module 5: Evaluation, Endings and Transition


APPENDIX B. COMMON ASSIGNMENT & GRADING RUBRIC

Common Assignment– The Middle Phase of Social Work Practice

In this assignment you are being asked to demonstrate your understanding of the various roles social workers take on during the middle phase of practice and the various skills required to implement these roles. Your understanding should be based on the material discussed in class, your intervention plan, as well as the required readings and any additional relevant readings you find from the literature.

Using an individual, family or group from your agency that you have been working with, submit a process recording (utilizing the column format) that demonstrates work from the middle phase of practice. In the skills utilized and observation and analyses columns, identify the middle phase skills you were utilizing and interventive roles you engaged in as you interacted with the client (individual, family or group) during this session. Examples of middle phase skills include rehearsing action steps (role playing), focusing, educating, reframing, modeling, confronting, etc.

In addition to the process recording itself, submit the following:

1. A brief description of the case situation: Include in this description the agency you work for and its mandates; who is the client and how they were referred; the presenting concerns; and other important information necessary to understand the case situation (e.g. demographics) (Approximately 1 page)

2. A brief description of the target issue for work as agreed upon by the client so far, a description of your intervention plan including a description of the goals and objectives you and the client are working on at the time of this intervention, action plan and action steps (who will do what) with timeframe, etc. Include a brief description of your plan to evaluate the effectiveness of your intervention. In addition to what was indicated in the process recording, discuss what additional intervention roles and skills were employed in working towards the goal. Also include a brief description (no more than a page) of the literature from professional sources on interventions and/or practice models that address the issue you and the client identified for work. (Approximately 3 pages)

3. The rest of this paper is a critique of the role(s) performed and the middle phase skills utilized as well as a critique of the capacity of the agency and community to facilitate or hinder the intervention plan.

   a. Include in your critique both what you think you did well, and what you could have done differently. In your critique also address the appropriateness of your intervention in relation to the goals and objectives, and the appropriateness of your evaluation plan.
b. Identify any agency policies or practices and/or community resources that facilitated or hindered your intervention. What changes would you recommend so that the agency or community could better support the intervention plan and client goal? For example, what change would you recommend in agency policy or practice that would promote sustainable change in service delivery?

c. In your critique cite literature sources that support your arguments from the required readings for this course and from the additional reading you have identified through the literature search. APA reference style should be used throughout.

Total: 10-12 pages.

### Grading Rubric

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Not Competent</th>
<th>Developing Competency</th>
<th>Competent</th>
<th>Advanced Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.10(b) PB 4 Select appropriate intervention strategies</td>
<td>Student was unable to tie the choice of intervention model to the target issue, and was not able to support it with class readings or research.</td>
<td>The intervention model employed was tied to the target issue and supported by required class reading but the students did not apply their own research.</td>
<td>The intervention model employed was relevant to the target issue and somewhat supported by required class readings and the student’s own research and</td>
<td>The intervention or model employed was relevant to the target issue, and adequately supported by required class readings and the student’s own research</td>
</tr>
<tr>
<td>2.1.7 PB 1 Use conceptual frameworks to guide processes of intervention and evaluation</td>
<td>Student was unable to identify a conceptual basis for the intervention and evaluation plan.</td>
<td>Student was able to identify a conceptual basis for their intervention and evaluation plan but did not give evidence in applying it in practice</td>
<td>Student was able to identify a conceptual basis for their intervention and evaluation plan and was able to adequately apply it in practice though was not able to support it with reading and research.</td>
<td>Student was able to identify a conceptual basis for their intervention and evaluation plan that was supported by required readings and research, and adequately applied it in practice</td>
</tr>
<tr>
<td>2.1.10 (c) PB3 Help clients</td>
<td>Student did not demonstrate an</td>
<td>Student was able to identify</td>
<td>Student was able to identify</td>
<td>Student was able to identify and</td>
</tr>
<tr>
<td>Practice Behavior</td>
<td>Not Competent</td>
<td>Developing Competency</td>
<td>Competent</td>
<td>Advanced Competence</td>
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<tr>
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<tr>
<td>resolve problems</td>
<td>understanding the intervention role. Nor did they identify the skills used or not used to facilitate change in the client in the process recording.</td>
<td>the intervention role and some middle phase skills used. However they were not able to identify when they should have used the skills in order to facilitate change in client.</td>
<td>the intervention role and was able to identify some middle phase skills that were, or should have been used to facilitate change in client in their critique.</td>
<td>flexibly change intervention roles (mediator, negotiator, advocate) and was able to identify a range of middle phase skills that were, or should have been used to facilitate change in client when critiquing the process recording.</td>
</tr>
</tbody>
</table>

2.1.10(c) PB4 Negotiate, mediate and advocate for clients

| 2.1.10(c) PB4 Negotiate, mediate and advocate for clients | Student was not able to perform the roles to negotiate, mediate or advocate for client to attain the goal or objective they set out in the intervention plan, or failed to critique on its inadequacies. | Student was able to identify the goal of the session but sparingly performed the roles to negotiate, mediate or advocate for the client to attain the goal or objective they established in the intervention plan, or failed to critique its inadequacies. | Student was able to **somewhat** perform the roles to negotiate, mediate or advocate for client to attain the goal or objective they set established in the intervention plan, but failed to critique on its inadequacies. | Student was able to **clearly** perform the roles to negotiate, mediate or advocate for client to attain the goal or objective they established in the intervention plan, or was able to demonstrate what could have been done in their critique. |

2.1.10 (d) PB 1 Critically analyze, monitor and evaluate interventions

<p>| 2.1.10 (d) PB 1 Critically analyze, monitor and evaluate interventions | The student was unable to critically analyze, monitor and evaluate the appropriateness and efficacy of the mutually agreed upon intervention plan against the conceptual framework or | The student demonstrates a developing ability to critically analyze, monitor and evaluate the appropriateness and efficacy of the mutually agreed upon intervention plan against the | The student demonstrates the ability to critically analyze, monitor and evaluate the appropriateness and efficacy of the mutually agreed upon intervention plan against a conceptual framework or “best practice model” | The student demonstrates a superior ability to critically analyze, monitor and evaluate the appropriateness and efficacy of the mutually agreed upon intervention plan against a conceptual framework or “best practice model” |</p>
<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Not Competent</th>
<th>Developing Competency</th>
<th>Competent</th>
<th>Advanced Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>“best practice model” selected.</td>
<td>conceptual framework or “best practice model” selected.</td>
<td>framework or “best practice model”.</td>
<td>selected.</td>
<td></td>
</tr>
<tr>
<td>2.1.9 PB2 A Provide leadership in promoting sustainable changes in service delivery</td>
<td>Student was unable to identify a community and/or organizational factor that facilitated or hindered the intervention.</td>
<td>The student begins to identify a community and/or organizational factor that facilitated or hindered the intervention.</td>
<td>The student was able to identify one organization and/or community factor that facilitated or hindered the intervention.</td>
<td>The student was able to clearly identify multiple organizational and/or community factors that facilitated or hindered the intervention.</td>
</tr>
<tr>
<td>2.1.10(c) PB1 Initiate actions to achieve organizational goals</td>
<td>Student did not identify any strategies to make changes in service delivery.</td>
<td>The student began to identify a strategy to make changes in service delivery.</td>
<td>The student was able to identify a general strategy for making a change in the service delivery.</td>
<td>The student was able to identify a strategy for making a change in the service delivery that is specific, realistic, and responsive to the population and agency.</td>
</tr>
</tbody>
</table>

APPENDIX C: PLAGIARISM

University Policies of Academic Integrity

A university, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas and works that are not their own. Therefore, students must maintain the highest standards with regard to honesty, effort and performance. Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, false authorship and destruction of library materials needed for a course. This policy gives definitions and instances of violations of academic integrity, the procedures used to arrive at a judgment, possible sanctions and the processes of appeal. This policy will be enforced rigorously and without discrimination.

Violations of Academic Integrity:

A. Plagiarism: Plagiarism occurs when individuals attempt to present as their own what has come from another source. Plagiarism takes place whether such theft is accidental or deliberate.
Examples of plagiarism include but are not limited to:

- Using the ideas of another person, whether or not such ideas are paraphrased, from whatever source including oral, print, broadcast or computer-mediated communication.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences.
- Presenting borrowed material without placing quotation marks around borrowed material in the approved style. It is no defense to claim that one has “forgotten” to do so.
- Presenting as one’s own an assignment, paper or computer program partially or wholly prepared by another person, whether by another student, friend, or by a business or online service that sells or distributes such papers and programs.

B. Cheating: Cheating occurs when individuals share course materials or information when it is unauthorized or prohibited. Examples of cheating include but are not limited to:

- Having or using unauthorized material at an examination, test or quiz, or copying another student’s assignment or laboratory report.
- Permitting another student to copy an assignment, paper, computer program, project, examination, test or quiz.
- Obtaining and/or using an examination, test or quiz prior to its administration.
- Having another person act as proxy and take an examination, test or quiz.

C. Additional Violations of Academic Integrity: Additional violations of academic integrity include but are not limited to:

- Theft, destruction or tampering with library materials, audio and videotapes, computer hardware or software, or other materials necessary for a course.
- The submission or presentation of a falsified excuse for an absence from a course requirement, examination, test or quiz.
- The presentation of false identification or credentials in order to gain admission to a course, examination, test, quiz or degree program.
- Submission of a paper or project to more than one course during the time in which a student is attending Fordham University, without explicit permission from the instructors. The penalty for students found guilty of plagiarism and other violations of academic integrity may range from failure for the assignment or course to dismissal from the program.
APPENDIX D: STUDENTS WITH DISABILITIES

Office of Disability Services: The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of cura personalis, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. In addition to working in a direct service capacity with our students, the Office of Disability Services also collaborates with administrators, faculty, and staff to ensure that the facilitation of reasonable and appropriate accommodations for students with documented disabilities is provided. As a University, Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once documentation is submitted to ODS and an intake appointment is conducted to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990.

The Office of Disability Services believe that their policies and mission carry out the intent of Section 504 of the Federal Rehabilitation Act, which states:

"No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Please go to the Office of Disabilities for documentation guidelines according to type of disability. The website address is:
http://www.fordham.edu/campus_resources/student_services/disability_services/

You can also contact the Office of Disability at 718-817-0655.
<table>
<thead>
<tr>
<th>Score Range</th>
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<td>90-94</td>
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<td>B+</td>
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