



SCHOOL OF BEHAVIORAL
& NATURAL SCIENCES
MOUNT ST. JOSEPH UNIVERSITY

**Course Syllabus
SWK 327
Interviewing and Assessment**

Contact Information:

Instructor: Roxana S. Hawkins, LISW-S, LICDC, MSSW
Pronouns: She/Her/Hers
Office Location: CL 12C
Phone Number: Office: (513) 244-4693
Email: Roxana.Hawkins@msj.edu
Office Hours: Monday 10:00AM- 12:00PM*
Wednesday 4:00PM- 6:00PM*
Thursday 10:00AM- 12:00PM*
Friday by appointment

*Virtual appointments, via Zoom, are available during established office hours, however will need to be scheduled 24 hours in advance.

Course Outline of Record

Course Title: Interviewing and Assessment

Course Number: SWK 327

Semester/Year: Spring 2020

Prerequisites: SWK 220 and SWK 321, junior class standing

Credit Hours: 3

Class Time: Wednesday, 6:30pm – 9:20pm

Class Face to Face Meeting Dates: 1/15, 01/29; 2/12, 02/26; 03/18; 04/01, 04/15

Catalog Description: Assessment, relationship-building and problem-solving with individuals, groups and organizational systems with the emphasis on work with individuals. Students learn how to integrate knowledge and values of social work as they learn interviewing techniques and the skills of assessment, goal setting and intervention. Students are expected to participate in practice exercises and observational activities outside of class meeting time.

Major Course Objectives:

Mount St. Joseph University learning outcomes and performance indicators associated with this course are provided in the table below in the right-hand column.

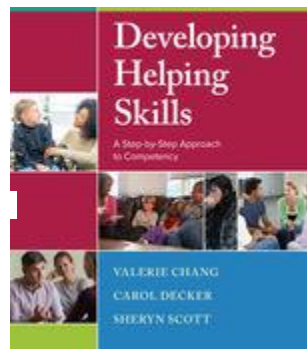
Graduates of the Social Work Program are expected to demonstrate the integration and application of the CSWE 2015 EPAS nine core competencies. Listed below (left column) are the course objectives that are associated with some of these core competencies and their associated practice behaviors.

Upon successful completion of this course, students should be able to demonstrate achievement of the expected knowledge, skills, and values-based learning outcomes associated with these selected core competences/practice behaviors. Course content and assignments are designed to introduce, reinforce and/or emphasize those practice behaviors associated with this course, and to assist social work students in developing the social work core competencies.

At the end of this course, students will be able to:

LEARNING OBJECTIVES	MSJ CORE LEARNING OUTCOMES AND PERFORMANCE INDICATORS
Define and differentiate between various social work roles (advocate, mediator, broker, case manager) and the need for inter-professional and supervisor consultation (C1,C8)	
Describe and discuss the influence of diversity and culture on the interviewing and assessment process (C2, C6,C7)	Socio-cultural relationships
Identify and analyze their attitudes, values, biases, and prejudices in order to practice social work in an objective non-judgmental manner. (C1, C2, C6, C7)	Socio-cultural relationships, Critical Thinking
Utilize NASW Code of Ethics and Ohio Rules and Laws throughout the interview and assessment process (C1)	Ethics
Demonstrate effective communication and attending/engagement behaviors (active listening, reflection, interpersonal skills, etc.) to assist in relationship building and information gathering (C6)	Communication
Illustrate beginning abilities to formulate goals/objectives and clearly communicate assessment/interview outcomes (C6, C7, C8)	Critical Thinking

Required Texts:



Developing Helping Skills: A Step-by-Step Approach to Competency , 3rd Edition, Valerie Nash Chang; Carol L. Decker; Sheryn T. Scott
 ISBN-10: 1-305-94326-0 ISBN-13: 978-1-305-94326-

MindTap Social Work for Chang/Decker/Scott's Developing Helping Skills: A Step-by-Step Approach to Competency

Supplemental readings will be provided through Blackboard

Consumable Materials: pens/pencil; ability to take notes (i.e. paper or laptop); ability to access Blackboard.

GRADING SCALE

A	89.5% - 100%
B	79.5% - 89%
C	69.5% - 79%
D	59.5% - 69%
F	Below 59.5%

If you are a social work major, you must receive a grade of “C” or better in this course in order for it to count as meeting the requirement for the major.

Academic Honesty Policy:

To access the university’s academic honesty policy, click on the link listed below.

<http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/>

Cheating on any course work is unacceptable behavior and results in some form of disciplinary action. Plagiarism likewise is unacceptable. Plagiarism is using others’ ideas without clearly acknowledging the source of that information. So, to avoid plagiarism, one must give credit whenever one uses another person’s ideas, opinions, or theory; any facts, statistics, graphs that are not common knowledge; quotations of another person’s actual spoken or written words; or any paraphrase of another person’s spoken or written words.

Inclement Weather Policy:

To access the university’s Inclement Weather Policy, click on the link listed below.

[https://mymount.msj.edu/ICS/icsfs/Inclement Weather Policy-February 2019.pdf?target=36c51ef3-99c2-4fde-bcd4-78bd31fb9686](https://mymount.msj.edu/ICS/icsfs/Inclement_Weather_Policy-February_2019.pdf?target=36c51ef3-99c2-4fde-bcd4-78bd31fb9686)

Should class be cancelled for issues related to inclement weather, the student is responsible for checking Blackboard for a makeup assignment.

Temporary Illness Policy:

To access the university’s temporary illness policy, click on the link listed below.

[https://mymount.msj.edu/ICS/icsfs/Temporary Illness Injury Pregnancy Policy.pdf?target=cb704db2-bcb1-454d-9c31-4310226ce3b4](https://mymount.msj.edu/ICS/icsfs/Temporary_Illness_Injury_Pregnancy_Policy.pdf?target=cb704db2-bcb1-454d-9c31-4310226ce3b4)

Disability Policy:

In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking,

seeing, hearing, or learning. Students with disabilities should contact Meghann Littrell, the Director of Learning Center & Disability Services, to present documentation and develop individualized accommodation plans (244-4524, Meghann.Littrell@msj.edu , Learning Center, Room 156 Seton). Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found at <http://www.msj.edu/academics/disability-services/>.

Learning Outcomes and Performance Indicators:

To access the university's learning outcomes and performance indicators, click on the link listed below.

<http://registrar.msj.edu/undergraduate-catalog/academic-information/learning-outcomes-performance-indicators/>

Withdrawing From Class:

The decision to withdraw from a class is significant and may influence a student's academic status and/or financial aid award. All students are encouraged to speak to their instructor and their academic advisor if they are considering withdrawing from a course. The instructor can help decide which course of action is best and direct the student through the appropriate channels.

Any student wishing to drop a class must fill out and submit a drop/add form. To access the university's withdraw/drop policy, click on the link listed below.

https://mymount.msj.edu/ICS/icsfs/S119_PP_REV_4-17-18.pdf?target=c6556b4e-7ae1-4bee-a80b-05876fe84e36

For seven week classes –

- | | |
|------------------------|---|
| Weeks 1-3 meeting day: | No record of dropped class if dropped before the meeting day of 3 rd week ("W" grade begins the meeting day in week 3) |
| Weeks 4-5 meeting day: | Grade of "W" for dropped class (Grade of "W" ends the meeting day of 5 th week) |
| Weeks 6-7 meeting day: | No drops accepted the day after the 5 th meeting day |

Policy on Incompletes:

If you cannot complete the work for this semester **and** we have discussed this **and** I have approved your request for an Incomplete grade, you must follow the policy designated by the University and complete the appropriate paperwork. Please see the following MSJU undergraduate catalogue link for specific details:

<http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/grades/>

COURSE POLICIES & PROCEDURES

Course Format:

This course will be focused on group discussions and activities that incorporate PowerPoint lectures, Mindtap, role play supplemental videos and readings, news articles, and review of current events.

Communications:

I encourage students to contact me with any questions, comments, or concerns you may have. I monitor my email on a regular basis and will respond within 48 business hours. Please keep this in mind should you reach out for clarification about assignment. In order to protect your confidentiality, I will only respond to student emails that are sent via their Mount St. Joseph University account.

Attendance & Participation

- Attendance will be taken at the start of each class.
- Student participation in class activities is what makes the class a fun and productive learning experience.
- To participate in this course students must be alert and oriented, thus sleeping in class is not an acceptable behavior.
- In class assignments and/or pop quizzes may be given at any time with a minimum point value of 25 points.
- Students are responsible for contacting classmates to get notes and information that they miss due to their absence.
- **Regardless of progress with course assignments, your final grade will drop a full letter grade with 2 absences and two full letter grades with 3 absences.**

**Participation (or lack thereof) and attitude/effort can
also affect attendance grades**

Tardiness

- **Two tardies will count as an absence.** See policy on absences above.
- You are considered tardy if you arrive more than 15 after the posted start date for class. You are also considered tardy if you leave early.
- If you are not present when attendance is taken, you are responsible for seeing the instructor AFTER class to avoid being counted absent.

Assignment

- **Late assignments will not be accepted in this course.** All assignments are due by 11:59pm on the due date specified. At that time the assignment submission opportunity (whether a discussion board, quiz, etc.) will “disappear” in Blackboard.
- Proper grammar, sentence and paragraph structure will be required for all assignments in this course.
- All assignment must be submitted using APA guidelines. If you are concerned about your ability to utilize APA guidelines you are encouraged to seek assistance from the Writing Center on Campus, The Learning Center, Seton Center (SET 156) 513-244-4202

- Any sources used for an assignment must be cited following APA guidelines. If you are unfamiliar with APA guidelines, please review: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
- Work should be proofread and spell-checked, as this will affect your assignment grade. Students who struggle with writing are strongly encouraged to use the Writing Center.
- All individual assignments must be submitted via the appropriate submission link in Blackboard and be in .doc, .docx, or .pdf format.
- All quizzes are only assessing content from the reading assigned for that week, unless otherwise specified.
- For assignments to be eligible for full credit, they must meet both the length requirement (if specified) and fully address the prompts given for the assignment.
- There are some reflections and opinion-based assignments in this course. I will not deduct points for disagreeing with you. Whether I agree with you or not, I will deduct points if you do not explain your answers and/or if you do not follow the specific assignment prompt.

Class Etiquette

- Respect and dignity for all students is required. Any display of disrespect will result in dismissal from class.
- All students in this course regardless of major will conduct themselves in manner that is in line with the NASW Code of Ethics
- Students will practice the use of person first language throughout the duration of this course.
- Students will remain open to thoughts, views, and opinions of others that are respectfully presented by their peers. Students do not have to agree with their peers, but will practice “agreeing to disagree.”
- All electronic devices must be on silent and out of sight during class.
- Earphones, ear buds, IPODS, etc. are other examples of electronic devices that are not permitted in class.
- Screen Down Policy- Students maybe prompted at certain points in class to access electronic devices, however outside of those occasion laptops are not to be utilized in the class and must be closed during class time.

Grades:

All grades will be maintained in Blackboard’s online grade book. Students are responsible for tracking their progress by referring to the online grade book. Students can generally expect to receive grades and feedback within seven days of the assignment due date. If exceptions occur, the instructor may notify students of changes to this expectation.

Methods of Evaluation:

Activity	<u>Points</u>	<u>Brief Description</u>
Pre-assignment: Syllabus Quiz	20	Quiz based on contents of syllabus
Pre-assignment: Values Journal	40	Written reflection and identification of personal values

Pre-assignment: Implicit Bias	40	Implicit bias test and written reflection on results
Why Am I Here?	45	Weekly Mindtap polling question
Case Study	300	Weekly questions based assigned case study in Mindtap
Video Activity	600	Weekly Mindtap reflection questions based on assigned video
In-class Quizzes	35	Quizzes given in class and evaluated by peers based on assigned reading
In-class Apply & Demonstrate	150	In class role-plays that are based on the content of the chapter(s) being reviewed
Informed Consent Script	75	Minimum 750 word written script addressing topic
Question Development	40	Develop various types of questions to increase understand of clients and their needs
Session Documentation	75	SOAP note documentation practice
MAPS Goals	40	Written assignment demonstrating understanding of treatment planning
Action Skills Coding	75	Student will identify skills utilized in session transcript
Assessment Video & SOAP Note	500	30 minute video utilizing skills learned in class and documentation of video session
Total Points	2035	

In Class Activities: In class assignments and activities cannot be made up by students who are absent; or student who arrive after the assignments/activities have taken place.

- **Weekly Quizzes: 5 points each**

Seven in class quizzes will be given over chapters 1-15. Quizzes will be used to ensure students have read assigned chapters and understand the general information in the text. Quizzes will be evaluated by peers in the classroom, post completion. Due to this being an in class assignment, student will not be able to make up this assignment if they are absent. Quizzes will be given at the start of class, students who are tardy will not be able to make up the quiz.

Students are allowed to take notes from their assigned reading on one (1) 3x5 index card. Students will be allowed to use this index card during the in class weekly quiz. Students will not be allowed to use any other items during the quiz.

- **Apply & Demonstrate: 25 points each**

During each class session, students will demonstrate via role play that they understand and can apply the skills covered in the assigned chapters. Students will role play in small group and will evaluate one another using evaluation forms from the test book.

Students' scores will be based on their ability to appropriately apply the targeted skill for that week.

Out of Class Assignments: Please consult the schedule of assignments to identify where to complete and submit assignments

- **Pre-assignment- Syllabus Quiz: 20 points**

- **Pre-assignment- Values Journal: 40 points**

Complete all of the following sentences. Once you have completed the sentences, reflect on themes/pattern you notice about your answers. What do your answers indicate about what you value? How might these values show up in your interactions with clients? Your reflective statement will need to be a minimum of 500 words. This assignment will be submitted as a Word document via Blackboard by 11:59pm on assigned due date.

1. The disability I most fear for myself is _____.
2. The circumstance under which I would wish for death is _____.
3. The "difference" in others I find the most upsetting is _____.
4. The loneliest group of people is/are _____.
5. The "difference" with myself I am most proud of is _____.
6. The "difference" within myself I am most ashamed to admit to is _____.
7. One behavior I believe is a sin is when people _____.
8. One behavior I believe is evil is when people _____.

- **Pre-assignment- Implicit Bias: 40 points**

Click on the following link. <https://implicit.harvard.edu/implicit/selectatest.html>. Once on the website please take one of the following surveys: Gender, Sexuality, Race, Religion, Age and Disability.

At the end of the survey you will reach a page that will read "You have completed the study."

Take a screen shot of this page (Print Screen button) and paste the image into a Word document.

On the same Word document, write a minimum of 500 words reflecting on the following:

- Why did you select the survey you choose?
- Do you agree with the outcome of the survey?
- How did your body physically and emotionally respond while taking the survey?
- How might implicit bias in general impact the provider and client relationship?

This assignment will be submitted as a Word document via Blackboard by 11:59pm on assigned due date.

- **Why Am I Here?: 3 points each**

Students will complete a one question polling activity weekly via Mindtap weekly. This activity should be completed prior to the student beginning the weekly assigned reading.

- **Video Activity: 40 points**

Students will watch a short video each week, via Midtap, that is related to the topic of the assigned chapter. Students will then answer assigned question in a short answer format. The short answer to each question should be a minimum of 100 word each.

- **Case Study: 20 points**

Students will read an assigned case study weekly, via Midtap, that is related to the topic of the assigned chapter. Student will then assigned question in a short answer format. The short answer to each question should be a minimum of 50 word each. Students responses should be based on the information acquired through the assigned reading

- **Practice Chapter Quizzes: 0 points**

Students are provided the option to complete practice quizzes over their assigned reading in Mindtap. The quizzes on Mindtap have no impact on the student's grade, but does allow them to test their knowledge prior to their in-class quizzes.

- **Informed Consent Script: 75 points**

For this assignment imagine you are case manager at a university food bank. Your role as a broker is to connect student with local agencies to assist them with meeting their basic needs.

Student will identify the sections of the NASW Code of Ethic and the Ohio Rules and Laws that address the area of informed consent. Based off the information listed in those two resources and the text book definition of informed consent (p.66), student will write an informed consent script that they would utilize during their first meeting with a client. This script will be client facing, thus student should write in first person. The script will need to be at least 750 words, double space, 12 point font, and correctly cited, if necessary. Assignment will be submitted as a Word document via Blackboard by 11:59pm on assigned due date.

Topic to be covered at minimum

- Greeting
- Confidentiality
- Limits of Confidentiality
- Risk related to the service
- Limits to service
- Cost associated with service
- Service Alternatives
- Right to refuse or withdrawal consent
- Policy on use of technology
- Opportunity of client to clarify and ask question

- **Question Development: 40 points**

For this assignment student will develop various types of questions to further understand their clients and their needs. Student will develop one question per type (Open-ended, Closed-ended, seeking clarification), that would be appropriate for each person or groups below. Assignment will be submitted as a Word document via Blackboard by 11:59pm on assigned due date.

1. 10 year old child
 - a. Open-Ended:
 - b. Closed-ended
 - c. Seeking Clarification:
2. An adult seeking treatment for a substance use disorder:
 - a. Open-Ended:
 - b. Closed-ended
 - c. Seeking Clarification:
3. A couple seeking pre-marital counseling
 - a. Open-Ended:
 - b. Closed-ended
 - c. Seeking Clarification:
4. A psycho educational group for freshman college students on stress management:
 - a. Open-Ended:
 - b. Closed-ended
 - c. Seeking Clarification

- **Session Documentation: 75 points**

Part 1 This assignment will be based on supplemental reading, Social Work Documentation Part 1 and 2. Students will complete two task for this assignment. Students will complete a Blackboard quiz, where they will rewrite various note samples and determine if they are appropriately written (25 points).

Part 2 Students will then complete a SOAP noted, based on the “Individual, Taking Action” video listed in the Mindtap content area week 11 folder on Blackboard. Students do not need to complete the questions attached to this video in Mindtap. The SOAP note should be completed via a Word documented and submitted on Blackboard. (50 points)

- **MAPS Goals: 40 points**

For this assignment, students will think of 2 areas/behaviors that they would like to change or adjust. Students will then write a one MAPS goal for each of the two areas. They will then complete a goal obtainment scale for each of MAPS goals. Assignment will be submitted as a Word document via Blackboard by 11:59pm on assigned due date.

- **Action Skills Coding: 75 points**

For this assignment student will read over a transcript of a session between a *Social Worker* and a Client. In the second column the student will indicate the action skills that were being utilized by the Social Worker during the session. The options for the action skills are as follows: identifying steps, organizing steps, monitoring progress, focusing on improvement, teaching, directing, inviting a different perspective, identifying discrepancies, giving feedback, using self-disclosure, and/or immediacy.

Every statement from the Social worker may or may not have an identifiable action skill. See assignment under the assignment submission tab for the session transcript.

Assignment will be submitted as a Word document via Blackboard by 11:59pm on assigned due date.

- **Interview Video(400) and SOAP Note (100): 500 Points Total**

Part 1 For this assignment, students will be partnered with another peer in the course. Students will then make a 30 minute video where they will complete an interview with their peer. Their peer will present a problem to the student and the student will use skills gained in this course to establish a MAPS goal with their peer. The student will be evaluated on their successful ability to utilize the following:

- Beginning Skills for a first meeting,
- Demonstrating active listening (Must demonstrate at least 4 skills)
- Using Questions (Must demonstrate at least 2 skills)
- Seeking Clarification
- Problems or Challenges (Must demonstrate at least 2 skills)
- Discovering Strengths
- Reaching Agreement about Goals
- Taking Action (Must demonstrate at least 2 skills)
- Ending skills for a meeting,

The video will need to be uploaded to YouTube and the link to the video included in document submitted for Part 2 via Blackboard by 11:59pm on the assigned due date. Please reference pages 299-302 in your text book, *Developing Helping Skills*, for a list of skills under each area identified above.

Part 2 Based on the interview completed in video, student who played the social worker in the video will also need to complete a SOAP note on the session. The SOAP note will be submitted as a Word document via Blackboard by 11:59pm on the assigned due date. Remember to include the link to you interview video in this document.

Documentation Guidelines:

All work must be submitted in APA format. This includes citing your sources! If you do not cite, this is considered plagiarism. If you need assistance with APA formatting, please review the For example, do not cut/paste from the web in your discussion posts. If you need assistance

with APA formatting, I encourage you to review Purdue Owl APA website:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Papers must include:

1. Title Page
2. 12-point font, Times New Roman, double spacing, 1 inch margins, page numbers
3. Reference page, and don't forget in text citations.

Additionally, students who have their papers reviewed by The Writing Center prior to submission, will have an additional 5 points added to their total score. To receive the 5 points, the professor must receive verification from The Writing Center that the paper was reviewed prior to submission. For more information review their page on My Mount:

https://mymount.msje.edu/ICS/MSJAcademics/Learning_Center/Writing_Center.jnz

Due Date	Where To Complete	Assignment
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Pre-assignment Chapter 1

Sunday- 01/12/20 11:59PM	Mindtap	Chapter 1: Why am I here?
Sunday- 01/12/20 11:59PM		Video Activity: Personal Development
Sunday- 01/12/20 11:59PM		Case Study: Understanding Yourself and Other

Pre-assignment Chapter 2

Sunday- 01/12/20 11:59PM	Mindtap	Chapter 2: Why am I here?
Sunday- 01/12/20 11:59PM		Video Activity: Understanding Others
Sunday- 01/12/20 11:59PM		Case Study: Understanding and Perceiving Yourself and Other

Pre-assignment

Sunday- 01/12/20 11:59PM	Blackboard	Values Journal
Sunday- 01/12/20 11:59PM		Implicit Bias

Week #1: Jan 12-18 2020

M- 01/13/20	Mindtap	Chapter 3: Why am I here?
W- 01/15/19*	In Class	Quiz: Ch 1 & 2
Sat- 01/18/19	Mindtap	Ch 3: Video Activity: Multiple Relationships
Sat- 01/18/19	Mindtap	Ch 3:Case Study: Values, Ethics and Legal Obligations

Week #2 : Jan 19-25th 2020

Sun- 01/19/20	Mindtap	Chapter 4: Why am I here?
Sat- 01/25/19	Mindtap	Video Activity: Professionalism
Sat- 01/25/19	Mindtap	Case Study: professional and Professional Relationships

Week #3: Jan 26- Feb 1 2020		
Sun- 01/26/20	Mindtap	Chapter 5: Why am I here?
W- 01/29/20*	In Class	Quiz: Ch 3 & 4
Sat- 02/01/20	Mindtap	Apply and Demonstrate
Sat- 02/01/20	Mindtap	Video Activity: Developing a Relationship
Sat- 02/01/20	Mindtap	Case Study: Developing Working Relationships

Week #4: Feb 2-8 2020		
Sun- 02/02/20	Mindtap	Chapter 6: Why am I here?
Sat- 02/05/20	Blackboard	Informed Consent Script
Sat- 02/08/20	Mindtap	Video Activity: Individual, Beginning
Sat- 02/08/20	Mindtap	Case Study: Foundational Interpersonal Skills

Week #5: Feb 9-15 2020		
Sun- 02/09/20	Mindtap	Chapter 7: Why am I here?
W- 02/12/20*	In Class	Quiz: Ch 5 & 6
Sat- 02/15/20	Mindtap	Apply and Demonstrate
Sat- 02/15/20	Mindtap	Video Activity: Family Beginning
Sat- 02/15/20	Mindtap	Case Study: Bill Part 1

Week #6: Feb 16-22 2020		
Sun- 02/16/20	Mindtap	Chapter 8: Why am I here?
Sat- 02/22/20		Video Activity: Family Exploring
Sat- 02/22/20		Case Study: Demonstrating Active Listening

Week #7: Feb 23-29 2020		
Sun- 02/23/20	Mindtap	Chapter 9: Why am I here?
W- 02/26/20*	In Class	Quiz: Ch 7 & 8
Sat- 02/29/20	Mindtap	Apply and Demonstrate
Sat- 02/29/20	Mindtap	Video Activity: Personal Development
Sat- 02/29/20	Mindtap	Case Study: Seeking Clarification

Week #8: March 1-7 2020		
Sun- 03/01/20	Mindtap	Chapter 10: Why am I here?

Sat- 03/07/20		Video Activity: Individual Exploring and Goal Setting
Sat- 03/07/20		Case Study: Bill Part 2

Week #9: March 8-14 2020		
Sun- 03/08/20	Mindtap	Chapter 11: Why am I here?
W- 03/11/20	Blackboard	Question Development
Sat- 03/14/20	Mindtap	Video Activity: Assessing Readiness
Sat- 03/14/20	Mindtap	Case Study: Bill Part 3

Week #10: March 15-21 2020		
Sun- 03/15/20	Mindtap	Chapter 12: Why am I here?
W- 03/18/20*	In Class	Quiz: Ch 9, 10, 11 Apply and Demonstrate
Sat- 03/21/20	Mindtap	Video Activity: Family Exploring and Identifying Problems
Sat- 03/21/20	Mindtap	Case Study: Crisis Scenario

Week #11: March 22-28 2020		
Sun- 03/22/20	Mindtap	Chapter 13: Why am I here?
W- 03/25/20	Blackboard/Mindtap	Session Documentation
Sat- 03/28/20	Mindtap	Video Activity: Group-Exploring and Setting Goals
Sat- 03/28/20	Mindtap	Case Study: Bill- Part 4

Week #12 Chapter 12 : March 29-April 4 2020		
Sun- 03/29/20	Mindtap	Chapter 14: Why am I here?
W- 04/01/20*	In Class	Quiz: Ch 12 and 13 Apply and Demonstrate
Sat- 04/04/20	Mindtap	Video Activity: Taking Action with Parents
Sat- 04/04/20	Mindtap	Case Study: Bill- Part 5

Week #13 Chapter 13 : April 5-11 2020		
Sun- 04/05/20	Mindtap	Chapter 15: Why am I here?

W- 04/08/20	Blackboard	MAPS Goals
Sat- 04/11/20	Mindtap	Video Activity: Individual Evaluating and Ending
Sat- 04/11/20	Mindtap	Case Study: Bill- Part 5 & 6

Week #14 Chapter 14: April 12-18 2020		
W- 04/15/20*	In Class	Quiz: Ch 14 &15 Apply and Demonstrate
Sat- 04/18/20	Blackboard	Action Skill Coding

Week #15 Chapter 15: April 19-25 2020		
W- 04/22/19	Optional- In Class	Video- Assessment Q&A

Week #16: April 26- May 2 2020		
W- 04/29/20	Blackboard	Video: Assessment SOAP Notes