## STUDENT ACKNOWLEDGMENT AND AGREEMENT

By my signature, I acknowledge that I have received a copy of the syllabus for this course, either in paper form from the instructor or in electronic form on Georgia View. I have read and understand the requirements necessary to successfully complete this course. I understand that our accrediting body, the Council on Social Work Education, mandates that all students graduating with a Master’s degree in Social Work demonstrate competency in 31 practice behaviors in the Generalist Practice year of the MSW program. I understand that, in this course, I will be responsible for demonstrating competency - through my assignments, examinations, papers, presentations and other forms of assessment - in the following generalist practice behaviors assigned to this course:

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| **Program**  **Goal**  **#\*** | **Course’s**  **Practice Behavior #** | **Measurable Practice Behavior**  **(CSWE 2015 EPAS)** | **Practice Behavior Measurements Used (Project, Papers, Exams, Class Exercises, Etc.)** | **Dimensions**  **(Knowledge,**  **Values, Skills,**  **Cognitive and**  **Affective Processes)** |
| 1a  [P] | 1 | Demonstrate the ability to make ethical decisions by applying the standards of the NASW *Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 1b  [P] | 2 | Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain professionalism in practice situations | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 1c  [P] | 3 | Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 1d  [I] | 4 | Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 1e  [I] | 5 | Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 2a  [P] | 6 | Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 2b  [P] | 7 | Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 2c  [P] | 8 | Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 6b  [I] | 9 | Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 7a  [I] | 10 | Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 7c  [I] | 11 | Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 7d  [I] | 12 | Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 8a  [I] | 13 | Demonstrate the ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 8b  [P] | 14 | Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 8c  [I] | 15 | Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 8d  [I] | 16 | Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 8e  [I] | 17 | Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 9a  [I] | 18 | Demonstrate the ability to select and use appropriate methods for evaluation of outcomes | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 9c  [I] | 19 | Demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |
| 9d  [I] | 20 | Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | Classroom Exercises  Ethics Presentations  Midterm Examination  Final Examination  Assessment Package  Classroom Exercises | Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Cognitive and Affective Processes  Knowledge  Knowledge  Knowledge, Values, Skills, Cognitive and Affective Processes  Knowledge, Values, Skills, Cognitive and Affective Processes |

I understand that it is my responsibility to follow all of the policies set forth in the syllabus. I understand and agree to satisfactorily complete all assignments and course work by the time specified in the syllabus. I also acknowledge my understanding of the ASU Academic Honesty Policy, the ASU Honor Code, and all other handbook policies of Albany State University and the Department of Social Work and agree to fully adhere to them.

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| **Course Number and Title** | SOWK 6031: Direct Practice Methods |
| **Semester/Year** |  |
| **Student’s Name** [Please print] |  |
| **Student’s Signature** |  |
| **Date** |  |