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SOCIAL WORK 350 (SPRING 2002)
GENERALIST PRACTICE WITH FOCUS ON INDIVIDUAL AND FAMILIES

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PREREQUISITES FOR SW 350: Social Work 200 and approval of Application to Enroll in Upper Division Social Work Courses. If your Application was not approved or if you did not successfully complete SW 200, you will be dropped from SW 350. (NOTE: transfer students must have completed the equivalent of SW 200 at another college; equivalency is determined by the Department of Social Work chairperson.)

COURSE GOALS: Course work within the social work major is preparation for professional practice. In keeping with that orientation, SW 350 is designed to teach knowledge and skills often used in work with individuals, families, and support groups and to understand how agency purpose, policies and procedure impact on service delivery to these client systems. The practice course that follows SW 350, Social Work 360, will focus on work with task oriented groups, organizations, and communities.

COURSE OBJECTIVES: Students completing SW 350 will be able to:

1. Describe how the generalist perspective is applied in social work practice with individuals or families.
2. Describe phases and concepts of planned change.
3. Describe the various professional roles common to direct social work practice (e.g., broker, counselor, trainer, case manager, advocate).
4. Describe how cultural, ethnic and religious identity might affect the social functioning of individuals and families and how a knowledge of such factors can be utilized in practice.
5. Describe possible relationships of gender, sexual orientation, disability, discrimination and social oppression and age to the social functioning of individuals and families and explain how a knowledge of such factors and conditions would be used in practice.
6. Describe how worker self-understanding and self-discipline can be enhanced and how worker self-awareness might relate to practice decisions and activities.
7. Describe and explain the process of evaluation, including use of procedures such as single subject design, measurement of client satisfaction and task achievement scaling and how research concepts such as sampling, validity and reliability apply to the evaluation of services to clients.

8. Describe and compare several of the theories, models and perspectives used in work with individuals and families, the solution-focused approach, (especially crisis intervention, task-centered practice, applied behavioral analysis and family systems theory.
9. Identify the implicit or explicit assumptions of a practice theory or model concerning how and why people change.
10. Gather data and assess the social functioning of individuals and families using several different procedures such as direct observation, eco-mapping, checklists and scales.
11. Describe the basic principles and guidelines for working with the non-voluntary client, the hard to reach client and the dangerous client.
12. Describe the elements and activities of case management, client advocacy, interagency coordination and referral.
13. Describe how agency context (mission, policy, procedures, funding base, etc.) may influence the selection of practice roles and interventions.
14. Describe how community context, public attitudes, political climate, scope of problem, demographics, culture, available resources, economy, etc. influence the selection of a practice role and interventions.

ADHERENCE TO SOCIAL WORK CODE OF ETHICS: A UM social work major is expected to adhere to the Social Work Code of Ethics. Unethical or professionally irresponsible behavior may, by itself, result in a low or failing course grade.

The NASW Code of Ethics is available on the NASW website (<http://www.naswdc.org>). A copy of the Code can be obtained from the UM Dept. of Social Work. A summary of the Code is in the FACPAC.

THE SOCIAL WORK 350 STUDENT INFORMATION SHEET (in FACPAC) is to be filled out and submitted during the first week of class.

REQUIRED READINGS:

TEXTBOOK: Sheafor, et. al., Techniques and Guidelines for Social Work Practice. 5th ed., Allyn and Bacon, 2000.

A **FACULTY PACKET** is available at the U.C. Bookstore. It contains most of the additional readings and other course materials.

DISCUSSION GROUP: Each student will be assigned to a group that will on occasion discuss certain topics or carry out in class activities.

CLASSROOM CONDUCT: Please arrive on time for class and remain until the class ends. Do not bring dogs (except service dogs) or other pets to class. Do not use cell phones during class.

QUALITY OF WRITTEN REPORTS: When preparing your papers and reports, assume that you are preparing a professional report that will be read by social work colleagues, and by lawyers, doctors, judges. Your reputation as a professional depends in part on the quality of your written communication. (Refer to item 9.2 in textbook)

Give special attention to grammar and spelling. Use complete sentences. Unless instructed otherwise, all reports are to be typed and double spaced. Use font size of 10, 11, or 12. Your name and a page number is to appear on all pages of your reports and papers. Staple the pages together.

Use APA style of documentation. For information on APA style see APA style book or go to website - <http://www.apa.org/apa-style/>

The following criteria will be used when grading written assignments:

- Adherence to instructions for assignment.
- Clearly written. Easy to read and understand.
- Proper grammar and spelling.
- Submitted by due date.
- Evidence of effort to think critically and learn from assignment.

LATE PAPERS - Papers submitted after the due date will be penalized at least one letter grade. A paper more than 10 class days late will be penalized at least two letter grades.

ASSIGNMENT 1: CONSTRUCTION OF A CLIENT

(See due date.) Several of the class discussions and exercises will be efforts to apply concepts and principles of practice to a client situation. You are asked to "construct" a client and situation that will serve as this point of reference in such discussions. This 'client' should be a person / situation that you can freely discuss in class and one with which you are quite familiar so you can anticipate, predict and imagine how the client would respond to a social worker's use of specific techniques, activities, methods, and interviewing skills.

NOTE: You may use yourself, a family member or a very close friend as your constructed client. However, you need not reveal the identity of your constructed client.

Prepare a 2-3 page paper describing your "constructed client" in terms of the following:

1. Client's name (fictitious)

2. Briefly describe your clients presenting problem or concern. (i.e. the concern that would bring him or her to an agency and into a working relationship with a social worker.)
3. Client's age, sex, sexual orientation?
4. Client's education, occupation, income?
5. Client's ethnic, racial, cultural background?
6. Client's religious background and spirituality?
7. Important facts about client's family of origin?
8. Client's physical health, illness or disabilities?
9. Client's mental health and use or abuse of drugs or alcohol?
10. Client's personality traits and temperament?
11. Client's attitudes toward and manner of interaction with others.
12. Client's hopes, aspirations, goals, dreams for future?
13. Client's current living arrangement or situation?

ASSIGNMENT 2: PRESENTATION BY STUDENT

On or before March 6 you and a classmate are to submit to your instructor a 1-2 page description and outline of a 25-35 minute presentation in class designed to teach some specific technique(s), or approach to working with either an individual, couple, or family that is experiencing some particular problem or troublesome situation. (Use form found in faculty packet.)

Your presentation can take the form of a formal lecture, demonstration or role play. This presentation is to be made with one other SW 350 student, i.e. two students per presentation. (If you want to do the presentation by yourself, please request permission from instructor.) You are urged to select a topic relevant to your intended practicum and/or to the job you hope to obtain after graduation.

You may draw ideas from the textbook, other professional books and journals, and/or interviews with professionals working in various human services programs and agencies. Presentations are to occur during a regular class period but not before March 25 nor after May 6.

Along with your description of the proposed presentation, submit two preferred dates for your presentation. Your instructor reserves the right to select the date for your presentation.

As preparation, you are to rehearse and carefully time your presentation. Consider the use of handouts, overheads, or Power Point to enhance your presentation. Prior to planning your presentation read items 10.4, 14.47 and 14.51 in the textbook.

Your classmates will evaluate your presentation. After reviewing these evaluations, each presenter is to submit his or her own, evaluation of the session (use form in FAC PAC).

ASSIGNMENT 3: SOCIAL ASSESSMENT REPORT

(See due date). This assignment requires that you secure the cooperation of another individual who is willing to participate in at least two face-to-face interviews and is willing to share personal information about himself or herself. This is not a role play.

Note: The person interviewed cannot be a social work major. Telephone interviews are not permitted for this assignment.

See textbook item 12.1 for ideas and an example. Your report must include these 15 subheadings and be about 5-7 pages in length (double spaced):

1. Identifying Data. (Required Data: a fictitious name, age, city or county of residence, marital status, occupation)
2. Purpose of report. (see below)
3. Clients presenting problem or concern and worker's reason for involvement with client.
4. Source of data. (How and when data were collected.)
5. Current Family and/or Household Membership. (i.e., with whom does client live, social-legal relationship among these people, describe client's marriage status and children, if applicable) See 12.5, 12.6, 12.11) Be sure to protect client confidentiality.
6. Family of Origin. (description, names, locations of client's parents, siblings and important members of extended family)
7. Interpersonal and Role Functioning. (describe client's relationships with friends, peers, people at work and school; describe client's primary social roles and performance of these roles. (See 12.9)
8. Education History and Intellectual Functioning. (describe client's education and training, capacity for abstract thinking, memory, and problem solving; oral and written communication; schools attended, G.P.A.; grades and school performance; etc. (See 12.18)
9. Physical Functioning. (describe current health and medical problems; chronic illness; disabilities; use of medication or physical supports)
10. Strengths and Usual Ways of Coping. (describe client's particular strengths and predominant and habitual ways of coping with life and stressors; defense mechanisms commonly used to handle troublesome thoughts and emotions) (See 12.7, 12.8, 12.10)
11. Cultural Background, Religious Beliefs, and Spirituality (i.e. identity with a particular cultural or ethnic group, values, beliefs, practices, faith, etc that provide a sense of meaning and purpose in life and put life experiences in perspective) (See 8.8)
12. Employment (i.e. types of jobs held, special work related skills, special training received, schools attended,

- military service, etc.)
13. Economic Situation, Housing and Transportation (i.e. income from job and benefits, expenses, debts, financial stressors)
 14. Use of Community Resources (i.e. client's current or recent utilization of various social service, health care, financial assistance, legal, educational and recreational programs. Include UM resources/services.)
 15. Impressions and assessment (social worker's conclusions and inferences drawn from above facts).
 16. Student's Reflection. Description of what it was like for you to gather this information. Also evaluate your performance during interviews by reflecting on both the strengths and limitations of your performance as an interviewer.

NOTE: The Social Assessment Report is to be typed, double spaced.

NOTE: The content of the social assessment report is to be entirely true, except for name and identifying information. Nothing else should be fabricated.

Note: As you plan and write this report, assume that you (a social worker) are preparing this report for the purpose of presenting relevant background information to a psychiatrist, psychologist and clinical social worker who will soon be working with this person in a program that provides specialized treatment services to individuals or families.

Note: This report should provide the reader with facts that "paint" a picture of the client and his/her background, circumstances, situation and social context. The report should be written in a way that protects the person's privacy. Do not include real name or address.

Note: Consider the inclusion of an eco map and/or genogram in your Social Assessment Report. See item 12.3. However, this is optional.

ASSIGNMENT 4: "MY PRACTICE FRAMEWORK"

(See due date). This paper is to be typed, double-spaced, and have three distinct sections. Each section is to be clearly marked with a heading.

Section 1: In about 3 pages, summarize and explain your key, core or central beliefs and assumptions about how, why and under what conditions an individual is able to make desired and planned changes in how she/he functions. Describe what you truly believe about change and making changes. Note: Your statement may or may not agree with the textbook ideas about change.

Section 2: In about 3 pages, identify and discuss ideas about individual or personal change that are described in Chapter 5, 6, 7 of the textbook that make sense to you and with which you agree.

Section 3: In about 3 pages, identify and discuss at least three techniques or guidelines presented/described in textbook chapters 8, 11A, 12A, 13A and 14A that you would use in work (interventions) with your "constructed client." Explain why each particular technique or guideline might work to facilitate desired change by your "constructed client."

Note: As you prepare this paper, keep in mind that an episode of social work practice is an effort to bring about some particular change in a client's functioning and/or situation. A practice framework is fundamentally, a set of beliefs, ideas, and assumptions about how, why and when people make certain changes in their psycho-social functioning and about what a social worker can do to facilitate change by the client.

UNSCHEDULED OR MISCELLANEOUS ASSIGNMENTS: In addition to Assignments 1, 2, 3, 4 (each with a specific due date), students may be asked to complete brief assignments such as reading, composing brief statement, class exercises, role playing, trying out a specific technique, etc.

QUIZZES AND FINAL EXAM: The six quizzes and the final exam will focus heavily on concepts, terminology and definitions drawn from assigned readings and lecture. Bring 100 item **SCANTRON** to all quizzes and final exam. A quiz will usually be administered at the beginning of class (i.e. during first hour of class).

Careful and repeated reading of assigned materials is a key to getting a good grade. In preparing for a quiz, assume that it will be mostly objective (true-false, matching, etc) and/or short answer. Assume that at least one question will be drawn from each Chapter and/or from each numbered item in the textbook.

Of the six quizzes given during the semester, your lowest grade (or one that is missing) will be dropped. Optional assignment #2 can "make up" for one missing quiz grade but will not raise or lower your quiz average. (See FAC PAC for information on optional assignment #2).

See scheduled dates for quizzes.) For good reason, a student may request to take a quiz early. However, a quiz cannot be taken late. **There are no make up exams.**

Plan for a **final exam** that is comprehensive in nature.

CLASS ATTENDANCE AND MOTIVATION: Students are expected to be motivated and proactive in the learning process, attend all class

meetings, and participate appropriately in discussion. Roll will be taken. Your final course grade will be influenced by your class attendance and participation.

Roll will be taken for 26 class periods. Please note that class attendance and participation contribute up to 130 points toward the final course grade. Points will be calculated as a percentage. For example, if you attend 80% of the classes, you earn 80% of the 130 points (80% x 130 = 104 points).

NOTE: The whole 2 hour class must be attended in order to earn total points for that class.

NOTE: One missed class can be "made up" or "erased" by using extra option #1. A second missed class can be "erased" by using extra option #3. (See FACPAC for explanation)

DETERMINATION OF COURSE GRADE

- - 5 Quizzes (lowest of 6 is dropped)	300 pts
- - Final Exam	100
- - Participation, attendance, misc. assignments	130
- - Constructed client paper	75
- - Presentation by student	75
- - Social Assessment paper	140
- - My Practice Framework paper	<u>180</u>
	Total 1000

NOTE: During the final week of class you will have the opportunity to submit a statement describing why you believe you earned a particular grade in this course. Submitting this statement is optional.

EXTRA OPTIONS: Descriptions of three extra options are in Section # of the FACPAC. These options can be used:(1) if you are going to miss more than 5 classes, (2) you miss talking more than one of the quizzes, and (3) if you miss more than 6 classes. The Extra Option papers are due on or before May 1.

PROBABLE SCHEDULE FOR QUIZZES

<u>Quiz #</u>	<u>PROBABLE DATES *</u>	<u>COVERS **</u>
1	<u>February 11</u>	preceding lectures, Chaps. 1, 2, 4, 8, 11A and items 10.10, 10.11
2	<u>February 27</u>	preceding lectures, Chaps. 5, 12A, 13A and items 10.3, 10.6, 10.7 and from (FP) "How do we compare?"
3	<u>March 13</u>	preceding lectures, Chaps. 3, 7, 14A and 10.2 and from (FP) "Traditional Native American"
4	March 27	preceding lectures, Chaps. 6 and 15A and from FP the "Code of Ethics" and "generalist"
5	April 10	preceding lectures, Chaps. 9, 10 and Code of Ethics and from (FP) "Vosler article", "Clarifying Client's Problem..." and "Expanding Client's Vision..."
6	May 1	preceding lectures, Chaps. 11B, 12B, 13B, 14B and 15B

*The quiz will not be given before the first date shown in the schedule but may be given later depending upon class activity. Always be prepared to take quiz on the first date listed. Most students will find Quiz #4 to be difficult.

**Chapters listed are from textbook. (FP) refers to a reading from the FACULTY PACKET.

NOTE: The topics covered by a quiz may not correspond to the arrangement of classroom lectures and discussions of these topics. The classroom discussion of a topic may come either weeks before or weeks after it is assigned reading for purposes of a quiz.

DUE DATES FOR WRITTEN ASSIGNMENTS

Assignment #1 - February 20
 Assignment #2 - proposal due on March 6
 Assignment #3 - April 3
 Assignment #4 - April 24

SW 350 - CLASS SCHEDULE

MONDAY	WEDNESDAY
Jan 28 First Class	Jan 30
Feb 4	Feb 6
Feb 11 Quiz 1	Feb 13
Feb 18 Holiday	Feb 20 Assignment 1 due
Feb 26	Feb 27 Quiz 2
March 4	March 6 Assignment 2 due
March 11	March 13 Quiz 3
March 18 Vacation	March 20 Vacation
March 25	March 27 Quiz 4
April 1	April 3 Assignment 3 due
April 8	April 10 Quiz 5
April 15	April 17
April 22	April 24 Assignment 4 due
April 29	May 1 Quiz 6
May 6	May 8

FINAL EXAM 10-12 AM, TUESDAY, MAY 14