

9-2003

SW 535.01: Advanced Integrated Practice

Janet L. Finn

University of Montana - Missoula

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Finn, Janet L., "SW 535.01: Advanced Integrated Practice" (2003). *Syllabi*. 3569.
<https://scholarworks.umt.edu/syllabi/3569>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

**SW 535.01 Advanced Integrated Practice
Concentration Year Fall Semester 03**

Instructor: Janet Finn

Office: JRH 112

Telephone: 243-5583

Office Hours: Tues 3-4 Thurs 2-4 or by appt.

Classroom: GBB 226

Credits: 4

Prerequisites: MSW 2nd year status, SW 505, 515, 525

Course Description:

This course builds on the skills, knowledge, and values of the previous practice courses, practicum experience, and foundation year theory base. Through this hands-on course students will deepen their knowledge of integrated practice in a particular area of emphasis (interpersonal practice, community and organizational practice, or social and political change) and broaden their understanding of integrated practice through engagement with crosscutting readings, discussions, and activities. Students will develop and carry out a comprehensive learning plan through which they will demonstrate competence in the integration and application of knowledge, skills, and values relevant to their area of emphasis. Class members will engage in ongoing critical reflection on their professional development, skill base, frameworks for ethical decision-making, and questions of meaning, power, and difference therein through journaling and in-class exercises. We will use a series of video-taped interview sessions to help class members develop learning plans, assess skills, and practice interventions strategies appropriate for particularly challenging practice situations.

Class members will link theory and practice relevant to their areas of emphasis through literature reviews, case presentations, and discussion of best practices. Students will have opportunities to learn and practice skills of peer supervision and mentoring through structured activities with class members and first year MSW students. In addition class members will demonstrate competence in the teacher-learner role through planning and presentation of a teaching-learning workshop that demonstrates the application of integrated practice knowledge and skills to a topic relevant to their area of emphasis. The course is designed to help students link individual skill development, group support, and community-based practice. Class members will continue to strengthen foundational skills as they incorporate them into fulfillment of their learning plans. In addition to a core selection of readings that will form the foundation for all class members, students will be developing, in conjunction with the instructor, an individualized syllabus that links course objectives to their area of emphasis and learning plan. In addition, course assignments are structured to provide students with options for portfolio projects.

Course Content:

Students will learn practice methods for working with multiple social systems to promote individual and collective well being through application of direct practice knowledge and skills and the involvement of community and social systems. The course will focus on the necessity, opportunities, and challenges of integrating advanced skills of interpersonal practice with individuals and groups with those of engaging primary and mediating structures in communities such as schools, neighborhood associations, self help organizations, community centers, and faith-based organizations in the process of justice-oriented change. Emphasis will be placed on the ways in which processes of change and different levels of practice - including interpersonal, organizational, community, and research and policy practice - can be integrated in this kind of work. Specific practice methods to be covered will include techniques for use of self in

community practice; crisis intervention, advocacy, case management; cross-cultural practice; leadership skills of group work and community building; conducting community outreach and education; working with agency and community groups and networks; facilitating mutual aid and self help groups; community collaboration; and social marketing. These methods will emphasize community participation and empowerment.

Relation to other Courses

This course builds on the foundation knowledge of practice with individuals, families, groups, organizations and communities. It is designed for students to reflect on and enhance learning in the Concentration Practicum, which is taken simultaneously. It is also designed to help students integrate and apply developing knowledge of policy analysis and advocacy (SW 531) to issues relevant to their current practice and area of emphasis.

Concentration Objectives Related to Course:

1. Prepare students to apply the principles of integrated practice to work with individuals, families, organizations, and communities.
2. Prepare students to apply practice frameworks that consider the importance of historical, political, and cultural contexts in shaping problems and solutions.
3. Develop students' capacities to conceptualize and implement collaborative partnerships with relevant community, state, and federal organizations.
4. Provide students with opportunities to apply policy analysis frameworks to agency settings and social problems and develop action and/or advocacy plans to effect change.
6. Provide students with opportunities to critically evaluate values and assumptions that underlie particular frameworks and perspectives and use these assessments to inform and elaborate upon a model of integrated practice.
8. Provide students opportunities to implement interventions strategies in practice settings based on empirical, theoretical, and experiential knowledge and social work values that address individual and social problems and propose modifications and innovations.
9. Promote students' capacities to engage diverse stakeholders in decision-making processes that respect difference and promote social and economic justice.
10. Provide students with opportunities to apply research knowledge and derive interventions strategies that are based on understandings of urban and rural communities that enlist the cooperation of organizations and citizen groups in arriving at collaborative decisions.
11. Provide students with opportunities to develop intervention strategies that illustrate understandings of the forms and mechanisms of oppression and discrimination based on gender, ability, race, age, class, and sexual identity that respect difference and the dignity of human life.
12. Provide students the opportunities to create a professional portfolio that demonstrates knowledge and skills in the application of the principles of integrated practice in response to an identified social problem or practice area.

Course Objectives

Following completion of this course, students will be able to:

1. Develop, implement, and evaluate performance on a personal learning/skill-building plan for advanced integrated practice appropriate to area of emphasis.
2. Demonstrate culturally competent, gender-sensitive communication and interactional skills with individuals and multiperson systems.

3. Articulate understanding of the significance of race, age, class, gender, sexual identity, ability and ethnicity to dynamics of worker-client-systems relationships.
4. Utilize framework for ethical self-reflection and decision-making as a component of professional development.
5. Demonstrate effective oral and written communication skills needed for professional practice.
6. Identify and utilize assessment and intervention processes and action plans appropriate to area of emphasis and presenting situation.
7. Demonstrate knowledge of theory bases and best practices relevant to at least two key issues within area of emphasis (e.g. solution-focused therapy with families, narrative therapy, social marketing, lobbying, client/case/cause advocacy; grief work with children, intervention with battered women, etc).
8. Demonstrate competence in carrying out at least three social work roles including broker, advocate, teacher-learner, activist, supervisor, mediator, animator, etc.
9. Demonstrate knowledge and apply skills of effective group work appropriate for area of emphasis.
10. Identify and utilize strategies of evaluation of practice appropriate for area of emphasis.
11. Demonstrate basic skills of peer supervision.
12. Demonstrate knowledge and skills in participatory approaches to assessment, intervention, and evaluation that involved those affected as partners in the change process.
13. Recognize and utilize the community's unique resources in the planning and implementation of their work.
14. Assess implications of rural context of practice on presenting situation.

Textbooks

Cooper, M. & Lesser, J. (2002). *Clinical Social Work Practice: An Integrated Approach*. Boston: Allyn & Bacon. (CL)

Hardcastle, D., Wenocur, S. & Powers, P. (1997). *Community Practice: Theories and Skills for Social Workers*. New York: Oxford University Press. (HWP)

Schneider, R. & Lester, L. (2001). *Social Work Advocacy: A New Framework for Action*. Belmont, CA: Brooks/Cole. (SL)

Readings: See attached reading list for building syllabus. Required readings for all class members are listed under weekly schedule of classes.

Assignments:

1. **The professional reflection journal.** Throughout course of semester students maintain a professional journal, which draws from classroom, practicum, and workplace experience as well as from readings. Students are expected to write an average of two entries per week, submitted weekly, for a total of 24 entries (max. 2 pg. per entry). For one of those entries, students should utilize and respond to experiences relevant to course objectives. Entries may focus on a theme from class reading or discussion, a practicum scenario, reflection on practice sessions or personal challenges encountered in practice, reflection on field supervision, etc. Entries should address your thoughts, feelings, actions in response to the topic addressed. Students will be introduced to a model for professional reflection outlined in Cooper and Lesser (2002). The assignment promotes critical thinking through the linkage of theory and practice. Students will be submitting journal entries every week for instructor feedback. With student's permission, selected entries will be utilized for in-class discussion and peer supervision. Students are also encouraged to re-read their entries on a regular basis and reflect on their professional development over time. This assignment provides the opportunity to reflect on one's own positionality in relation to development of knowledge and skills for advanced integrated practice. (25% of course grade.)
2. **2 Videotaped interactions and critiques.**
 - a. The first interview will be with a fellow student and will focus on identification of learning objectives and development of his/her individual learning plan for the semester. We will review interview skills in class in advance. Some questions to consider: What skills does student want to develop? In what areas does s/he want to gain competence and confidence? What is a particularly challenging area of professional development that s/he want to engage with? How would s/he take an integrated approach to engaging this issue? What knowledge and skills are needed? What steps could you take to develop them? What would you like to learn about so that you could teach others? Use these questions as a jumping off point, and feel free to develop your own. Class members will be assigned an interviewee and assigned to an interview group. The taped interview should be approximately 30 minutes. Turn in both the videotaped interview and a 2-page critique of your interview skills. Class members will participate in a debriefing session with their group after all members have completed their interviews. (10% of course grade)
 - b. Second video assignment is to re-enact a difficult scenario drawn from practicum/professional experience (modified to ensure anonymity and confidentiality). The scenario might be a direct practice issue, a supervision issue, a community meeting, presentation of court or legislative testimony, etc. You will have the opportunity to work with instructors and other class members to develop scenarios and to recruit role players from the first year MSW class and from the BSW program. Feel free to be creative here. Play different roles, try different interventions, etc. Class members will review the tapes in small-group peer supervision sessions. Turn in both the videotaped scenario and a 2-page reflection addressing your emotional response to the scenario, assessment of your skills and the effectiveness of your various response strategies, and a brief statement of what you gained from peer supervision. (10% of course grade).
3. **"Case" Presentation.** Students make a case presentation to class addressing a particular

“problem” and intervention, using an integrated approach. The concept of “case” is broadly defined here, and the choice of topic for the presentation should reflect learning objectives in the student’s area of interest. The presentation should address: conceptualization of problem; history of situation, organizational, community, social context issues; relevant questions of meaning, power, positionality; relevant research and theoretical perspectives informing best practices; ethical dilemmas therein; and alternatives and options. How would you assess the intervention process and outcome? Utilize one of the frameworks for analysis introduced in foundation year to structure the presentation. The presentation should be accompanied by a written outline that is handed out to class members. The presentation should be no more than 25 minutes long with an additional 20 minutes for discussion. (15% of grade)

4. **Teaching-learning demonstration.** Students prepare a structured teaching-learning demonstration on a topic directly related to their area of emphasis and targeted to a specific audience (professional social workers, community organizers; teachers; legislators, etc). The presentation should be no more than 30 minutes. It may involve use of power point, engagement in a group exercise, a structured facilitated discussion, etc. It should include a brief pre- and post-test of participants’ knowledge, and a statement of 2-3 learning goals with 2-4 objectives for each goal. The presentation should demonstrate the integration of historical perspective, social and political context, policy-practice implications, and suggestions for future action and/or knowledge development. (20% of grade)
5. **Scholarly paper:** Students prepare one scholarly paper, suitable for professional journal submission, on a practice-related topic in their area of emphasis. Students are strongly encouraged to use this as an opportunity to refine work in progress. For example students may develop the case presentation or teaching-learning demonstration into a formal paper, if appropriate. Students are also welcome to revise and develop work in progress from the foundation year. An abstract of the proposed paper is due October 31. The abstract should indicate the name of the journal to which the student proposes to submit the manuscript. The paper should follow the author’s guidelines for submission to that journal. (20% of course grade).

Weekly Schedule of Classes

Week 1: Sept. 5: Course Overview. Ideological, ethical and theoretical foundations for advanced integrated practice. Preparing for personal learning/skill-building plan. Group One starts video tape exercise. Group Two starts peer consultation.

Week 2: Sept. 12: Critical use of self in practice. Power, difference, and ethical challenges Group 1 videotape due. Group Two starts videos. Group one starts peer consultation. Reading for Sept. 12: HWP Ch. 1 “Community Practice: An Introduction,” Ch.7 “Using Self in Community Practice,” Ch. 14, “‘Being there’ in Our Practice;” CL Preface, Ch. 1, “Clinical Social Work: An Overview,” Ch. 2, “Key Issues in Clinical Practice; Elliott (2000) Tuning and practicing the therapeutic instrument. *Clinical Social Work Journal* 28(3), 321-330.

Week 3: Sept. 19: Contextualizing Practice: Reflecting on Concentration Practicum sites in historical, cultural, political, community, and organizational context.

Group 2 videotape due. Debriefing of videos, identification of skills, strengths, alternatives.

Reading for Sept. 19: HWP Ch. 3, “The Nature of Social and Community Problems,” Ch. 4, “The Concept of Community;” CL Ch. 3 “An Integrated Approach to Clinical Practice,” Ch. 6, “Cross Cultural Practice;” (SL Ch. 2. Advocacy: A New Definition). Briar & Briar (1982). “Clinical Social Work and Public Policies” (e-res).

Week 4: Sept. 26: Engagement: Challenges and possibilities across multiple systems of meaning and practice. Discussion of journal reflections re: engagement.

Readings for Sept. 26: HWP Ch. 5, “Discovering and Documenting the Life of a Community;” CL Ch. 4, “The Clinical Interview;” CH. 12, “Narrative Therapy: A Postmodern Approach;” (SL, Ch. 3, “Representation”). Applegate (2000), “Theory as story,” *Clinical Social Work Journal* 28(2), 141-53. *Research on Social Work Practice*, Special Issue 13(3), May 2003. “Evaluating the Definition of Social Work Practice” (select one reading).

Week 5: Oct. 3: Conceptualizing Problems and Interventions; Assessment and teaching-learning
Case Presentation 1 and 2

Readings for Oct. 3: HWP Ch. 6, “Using Assessment in Community Practice;” CL CH. 5, “The Psychosocial Study,” Ch. 7, “Object Relations Theory.” Maddux (2003) “Stopping the Madness,” in *Psychology of Human Strengths* (handout); Hudson & McMurtry (1997). “Comprehensive assessment in social work practice,” *Research on Social Work Practice* 7(1), 79-98; Mattaini & Kirk (1991). “Assessing assessment in social work.” *Social Work* 36, 260-266; Mattaini & Kirk (1993). “Points and Viewpoints: Misdiagnosing Assessment,” *Social Work* 38, 231-233; Sahlein, J. (2002). “When religion enters the dialogue.” *Clinical Social Work Journal* 30(4), 381-401. Hasin (1991). “Diagnostic Interviews for Assessment,” *Alcohol Health and Research World*, 15 (4), 293-302.

Week 6: Oct. 10: Streams of theory and the confluences and divergence across multiple systems
Case Presentation 3 and 4.

Readings for Oct. 10: HWP Ch. 2 “Theories for Community Practice;” CL Ch. 8, “Self Psychology;” Ch. 10, “Cognitive Theory;” Ch. 11, “Behavior Therapy;” (SL Ch. 4, “Influence”). Morris (2002). “The Capabilities Perspective,” *Families in Society* 83(4), 365-73. Stone & Hughes (2002), “Understanding community strengths,” *Family Matters* 62-68.

Week 7: Oct. 17: Action and Accompaniment Revisited, Building critical alliances, Mentoring and Supervision Case presentation 5 and 6. Teaching-learning demonstration 1. Check-in on learning plan progress.

Reading for Oct. 17: CL Review Ch. 3, Ch. 9, “The Psychology of Women.” Itzhaky (2000), The Secret in Supervision,” *Families in Society*. Other readings on critical alliance, supervision, and organizational oversight TBA.

Week 8: Oct. 24: Engaging Multiple Roles and Skills

Case Presentation 7 and 8. Teaching-learning demonstration 2

Reading for Oct. 24: HWP Review Ch. 7; Ch. 13, “Case management as Community and Interorganizational Practice;” CL, Ch. 13, “Solution-focused Therapy.” Revisit roles outlined in *Just Practice*. Brown & Mazza (1996). “Anti-racism, healing, and community activism.” *The Humanistic Psychologist* 24(3), 391-402.

Week 9: Oct. 31: Working Together – groups, teams, boards, networks, coalitions

Case presentation 9 and 10. Teaching-learning demonstration 3

Readings for Oct. 31: HWP, Ch. 9, “Using Work Groups;” Ch. 10 “Networks and Networking.” Foster-

Fishman, et al. (2001). "Building Collaborative Capacity in Community Coalitions." *Journal of Community Psychology* 29(2), 241-261.

Week 10: Nov. 7: Using your organization and engaging multiple systems

Case Presentation 11 and 12 Teaching learning demonstration 4. Second video due.

Readings for Nov. 7: HWP Ch. 8, "Using Your Agency;" (SL Ch. 8, "Administrative Advocacy"). Anner (1996), "Having the Tools at Hand" (e-res). Eichler (1995). Consensus Organizing," *National Civic Review*, 84(3), 256-262.

Week 11: Nov. 14: Advocacy – from "case" to "cause"

Teaching-learning demonstration 5 and 6. Check-in on Individual Learning Plan.

HWP, Ch. 12, "Using the Advocacy Spectrum;" SL Ch. 5, "Client Advocacy," Ch. 6, "Cause Advocacy," Ch. 7, "Legislative Advocacy." Independent Sector (2003), "Ten Reasons to Lobby for Your Cause;" Sharwell (1982), "How to testify before a legislative committee," (e-res); "51 Ways to Advocates for Children."

Week 12: November 21: Critical Reflection and evaluation; Linking research and practice

Teaching-learning demonstration 7, 8, 9. Debriefing on challenges addressed in second video.

Reading for Week 12: HWP Review Chs. 5, 14; CL, Ch. 14, "Integrating Research and Practice;" SL, Ch. 9, "Advocacy Trends and Practice Implications." Itzhaky & York (2002), Showing results in community organization," *Social Work* 47(2), 125-131; Thyer, B. (2000), A Decade of Research on Social Work Practice. *Research on Social Work Practice* 10(1), 5-8.

Week 13: November 28: No Class

Week 14: December 5: Social Networks and Social marketing

Teaching learning demonstration 10, 11, 12

Reading for Dec. 5: HWP Ch. 10, "Using Networks and Networking" (review); Ch. 11, "Social Marketing." Heartland Center of Leadership Development (1989), *Ten ideas for recruiting new leaders*; Kesler, J. (2000). "The Healthy Community Movement," *National Civic Review* 89(3), 271+

Week 15: December 12: Reflections on the journey and celebration

Brief presentations on issues addressed in scholarly paper.