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SW 350.01: Social Work Intervention I: Generalist Practice with Focus on Individuals and Families

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Syllabus

Social Work 350

Fall 2001

Section 1

Social Work Intervention I: Generalist Practice with Focus on Individuals and Families

4 Credits

Mondays & Wednesdays 1-3 pm.

LA 105

Instructor: Charlie Wellenstein

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Prerequisites: SW 200 and approval of application to enroll in upper division social work course.

Course Goals: The UM social work major focuses on preparation for professional practice. In keeping with that orientation, SW 350 is a professionally oriented course designed to provide students with the basic knowledge and skills to work directly with individual and families. The course helps prepare students for their senior practicum and future employment. Students also gain an understanding of the relationship between social service and social policy by examining social work theory and practice.

Course Objectives: Students completing SW 350 will be able to:

1. Describe the phases in planned change and the helping process.
2. Describe and critique the generalist perspective and its application to practice.
3. Describe the various professional roles common to direct social work practice (e.g., broker, counselor, teacher, case manager, advocate).
4. Describe how cultural, racial, ethnic, class and religious factors relate to social functioning of individuals and families and explain how a knowledge of such factors can be applied in practice.
5. Demonstrate understanding of gender sexual orientation, ability, and age as key themes in the social reality of individuals and families and explain how knowledge of such factors can inform practice.
6. Describe how self-understanding and critique can be enhanced and how worker self-awareness relates to practice decisions and activities.
7. Demonstrate knowledge of process evaluation, including the use of procedures such as single subject design, measurement of client satisfaction and task achievement scaling, and how basic research concepts such as sampling, validity and reliability apply to the evaluation of services to clients.
8. Prepare professional reports and document service activities (e.g., social assessment reports, case notes, service contracts, treatment plans, discharge plans and summaries).

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

Texts:

Sheafor, B., Horejsi, C., & Horejsi, G. (2000). Techniques and guidelines for social work practice. Boston: Allyn and Bacon.

Selected readings on ERES and reserve at the Mansfield Library.

Course Format:

This course is structured to simulate the practices and demands of a social work agency. The mission of the classroom/ agency is social work development. Given the practice orientation of the course, attendance and participation are critical and mandatory (more than two absences will affect your grade). This course places considerable demands on students' time. Students will participate in practice intervention techniques, prepare written reports, and evaluate their knowledge and skills. Like all social service organizations, the classroom/ agency has many policies and procedures that must be followed. Several of the written assignments for this course are designed to stimulate the work you will be doing during your practicum and after graduation. Your work should be clear, well organized and on time.

We will be using the Village Health Care Center Nursing Home (2652 South Avenue, next to Community Hospital) as a site to learn, listen and practice new skills. Village's Director of Social Services, Janice Ford is allowing us to meet with the residents and bring what we learn back to the classroom for analysis and discussion. There will be specific guidelines for our visits given in class and at the nursing home. You will be expected to be at each visit on time. In class, we will discuss transportation and the times.

Because this course is preparation for professional practice, students are expected to adhere to the Social Work Code of Ethics. Please read and review the Code of Ethics (on reserve) before committing to participation in this course. Students are expected to demonstrate ethical standards of practice in fulfilling course assignments.

Course Assignments

1. Reflections on cultural diversity

This assignment provides the opportunity to broaden and deepen your understanding of cultural experience distinct of your own. This exercise asks you to explore aspects of difference that pose barriers to understanding. Throughout the semester, you will write two short essays that address various aspects of cultural diversity as related to the other culture that you chosen to learn about. Each essay should be no more than two double spaced typed pages in length. Use APA format citing references in your essays. Think critically as you read and write about cultural diversity.

Essay # 1 (Due Sept. 19)

Identify a person or a group from a cultural background different from your own that you may have difficulty working with as a social worker. Why did you choose this person/group? What do you believe to be the important differences in your cultural experiences? Where might there be common ground?

Essay # 2 (Due Oct. 9) Read, summarize, critique and reflect on an article from a scholarly journal or text addressing some aspect of the cultural history of the person or group you have selected. Please site the journal in APA format.

2. Social Assessment (Due Oct. 17)

You are the social worker for a family service agency. For the piece on the account of the Unabomber's brother and family "His Brother's Keeper", Washington Post Magazine, July 15, 2001), you as the social worker will provide an ecomap and a genogram that depicts David Kaczynski's life. Then use one additional assessment tool in Techniques to make an additional social assessment. Include a brief (one page) critique of the assessment tools.

3. Personal Gendergram (Due Oct. 29)

Prepare a gendergram that examines life stages, important relationships, and the messages, you learned about what it means to be male and female in your family and community context. Follow the gendergram model presents by White and Tyson-Rawson. Include a brief (one page) critique of the assessment tool.

4. Assignments Related to Social Worker/Clients Relationship Role Play #1 due Nov. 5

Role Play #2 due Nov. 26

At the start of the semester, each student will be assigned a partner. You will each assume the role of client and social worker. You are to develop a two role-plays for each time you are the social worker (you may want to check with me on the appropriateness of your role play). Each role-play should be videotaped and last approximately ten minutes. The first role-play should be the first meeting with your client. The second role-play should have you asking your client a “difficult question”. In addition, for each role-play, you should include a process recording. Then based on your process recording, you are to critique your role as the social worker. Your critique should be based on social work techniques learned in class. The critique should be two pages in length.

Specific process recording guidelines and questions to reflect on in your critique will be distributed and discussed in class.

5. Movie Critique/Assessment (Due December 4)

There will be three to four movies shown outside of class during the semester. You should view one of the movies and provide at least five strengths of the individuals or families/groups depicted in the movie. You are also to provide a plan to capitalize on each of the strengths as if you were a social worker in the field. Please include references from professional journals or texts to back up your plans. The paper should be three to four pages in length. Specific directions will be given in class.

6. Nursing Home Visit (Due December 18)

After each visit of the nursing home, you are to hand in a brief typed copy of your notes based on your interviews, discussions, and reflection of the nursing home. The notes are due the class after each visit. In addition, we will develop a project involving our work at the nursing home. This will be a whole class project and class time will be allotted for planning. The project will be delivered to the nursing home instead of a final. Your grade on this project will be self-graded. You will write a one-page summary of your involvement in the project and discuss why you deserve the grade.

Quizzes

There will be two quizzes covering the materials from the readings. The dates are October 1 and November 14.

Determination of Course Grade:

Cultural Diversity Essays (25 points each)	50
Short Story Assessment	25
Gendergram	25
Quizzes	50
Video Taping and Process Recording	100
Movie observations	25
Nursing Home Project	100
Class Participation	25
Total Points	400

Points Earned

365-400
335-364
305-334
265-304
Below 265

Grade

A
B
C
D
F

Selected Bibliography

- Berg, K.,I., & Kelly, S. (2000). Building solutions in child protective services. Norton: New York.
- Corey, G. (1990). The theory and practice of group counseling. Brooks/Cole: Pacific Grove, California.
- Corey, M.S., & Corey, G. (2001). Groups: process and practice (6th ed.). Brooks/Cole Pacific Grove, California.
- Cournoyer, B. (1996). The social work skills workbook. (2nd ed.). Brooks/Cole: Pacific Grove, California.
- Rauner, D. (2000). They still pick me up when I fall. Columbia University Press: New York.
- Salabee, D. (1997). The strengths perspective in social work practice. (2nd ed.) Longman: New York.
- Scheafor, B., Horejsi, C., & Horejsi, G. (2000). Techniques and guidelines for social work practice.(6th ed.) . Allyn and Bacon: Boston.
- Schulman, L. (1992). The skills of helping individuals, families and groups. (2nd ed.) F.E. Peacock: Itasca, Illinois.
- Sommers-Flannagan, J., & Sommers-Flannagan, R. (1997). Tough kids, cool counseling.

American Counseling Association: Alexandria, Virginia.
Stone, D., Patton, B., & Heen, S. (1999). Difficult conversations. Penguin: New York.
Wells, C. C., (1989). Social work day to day. Longman: White Plains, New York.