I. Course Domain and Boundaries

This is the first of the foundation year practice courses which familiarizes students with the profession of social work and to the methods of social work practice. The course introduces students to the systems ecological framework as the overarching framework for organizing and conceptualizing social work practice. Students will review the history of social work practice and its commitment to oppressed and disenfranchised populations. Perspectives on the evolution of practice theory and on current conceptualizations of practice with individuals and families will be examined.

The principles, methods, and skills of generalist social work practice with diverse individuals at various stages in the life cycle and with families will be emphasized in this course. Students will become familiar with basic interviewing skills, e.g., active and reflective listening, empathy, focusing, probing, structuring the interview for information gathering, and assessment. Skills in the problem solving process will be addressed. Professional documentation (process recording, summary recording, progress note) and its significance will be described. The importance of self-awareness and the professional use of self will be underscored throughout the course as well as the values and ethics of the social work profession. The components of culturally-sensitive social work practice will be highlighted. The constructive use of social work supervision as a means to further one’s professional development will be emphasized.

Basic methods in crisis intervention and brief treatment, contracting, referral and use of environmental and social support networks will be emphasized. The course will examine the unique concerns of populations-at-risk in the metropolitan, urban environment.
II.

COMPETENCIES

<table>
<thead>
<tr>
<th>Number</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify as a professional social worker and conduct oneself accordingly</td>
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<tr>
<td>2</td>
<td>Apply social work principles to guide professional practice</td>
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<tr>
<td>3</td>
<td>Apply critical thinking to inform and communicate professional judgments</td>
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<tr>
<td>4</td>
<td>Engage diversity and difference in practice</td>
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<tr>
<td>5</td>
<td>Advance human rights and social and economic justice</td>
</tr>
<tr>
<td>10</td>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
</tr>
<tr>
<td>11</td>
<td>Analyze the impact of the urban context on a range of client systems, including practice implications</td>
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</table>

Learning Outcomes:

BENCHMARKS:
By the end of this course students will be able to:

- identify opportunities and implement strategies to advocate for clients (Competency 1-A)
- be able to extend the professional use of self and self-awareness in social work practice (Competency 1-B)
- differentiate between personal and professional boundaries and employ ethical standards in their professional role with clients (Competency 1-C)
- understand the mandate of the Social Work Code of Ethics to engage in life long professional development. (attend seminars, professional readings, lectures, supervision/consultation) (Competency 1-E)
- reinforce the use of supervision and consultation to broaden their social work knowledge and skills (Competency 1-F)

- express the values and ethics integral to social work practice with individuals and families (Competency 2-A)
- identify appropriate intervention strategies in the problem solving process with sensitivity to interventions/strategies that support cultural competence and social and economic justice (Competency 2-C)

- demonstrate the use of critical thinking skills in their approach to psychosocial assessment and treatment planning (Competency 3-A)
- employ effective oral and written language skills in their professional communications (Competency 3-B)
- employ effective oral and written language skills in their professional communications (Competency 3-C)

- employ culturally sensitive practice interventions in work with client systems
identify how one’s culture may oppress, marginalize or create/enhance privilege/power (Competency 4-A)

demonstrate awareness of how their own personal biases and values could affect their work with diverse populations (Competency 4-B)

illustrate cultural competence in practice with client groups relative to race/ethnicity, gender, sexual orientation, age, class, religion, and physical and mental status (Competency 4-C)

recognize the mutual learning process intrinsic to the helping process between client and social worker (Competency 4-D)

demonstrate skill in identifying appropriate empirically-based intervention strategies in practice, with sensitivity to interventions/strategies that support social and economic justice (Competency 5-C)

apply practice models and change strategies used by social workers (Competency 9-A)

demonstrate requisite skill in client engagement (Competency 10-A)

demonstrate requisite skill in client assessment (Competency 10-B)

demonstrate requisite skill in client intervention (Competency 10-C)

demonstrate requisite skill in client evaluation (Competency 10-D)

recognize the impact of the urban context and its relationship to selected practice interventions (Competency 11-A)
III. Performance Criteria

Demonstration of achievement of the above objectives will be made through written assignments: an analysis of a process recording and a psychosocial assessment, a quiz and class participation (relevant comments that reflect knowledge of the assigned reading material, familiarity with the concepts presented, application to field work and engagement in class exercises).

IV. Texts

The required texts for this course are:


Additional Required Readings are posted on Blackboard.


V. Organization of the Course

The course is divided into five units. Changes in this format may occur to meet the combined needs of the students and the instructor.

Primary attention is given to social work practice with individuals of varying ages (with some attention to families) in their environments.

Unit 1 begins with an orientation for students to the profession, the School, its curriculum, and to social work practice. Highlighted is the ecological systems perspective as the organizing framework for understanding social work practice; the initial identification of vulnerable populations and the problem situations requiring social work service. Social work values and ethics are examined and emphasized.

Unit 2 focuses on the beginning phase of social work practice with emphasis on the nature of professional relationships, the professional use of self, interpersonal communication skills/interviewing, and recording. Exercises sensitizing students to culturally competent social work practice will be included.

Unit 3 addresses data gathering and initial assessment with individuals and families. Students will become familiar with treatment planning principles.

Unit 4 concentrates on the problem solving process in the middle and ending stages of treatment along with an overview of strategies used by social workers in the evaluation of practice.

Unit 5 provides an overview of the prominent theoretical approaches to conceptualizing practice and the social worker’s responsibility to use and refine frameworks which are most effective,
given the problem situations faced by their clients. The principles of crisis intervention and brief therapy will be presented.

VI. Role and Responsibilities of the Student

See University Statement of Obligation of Students and Faculty Members of the teaching-learning process. Students are expected to attend all class sessions and to be punctual in arriving at class on time and to promptly return from breaks. Students who arrive late to class more than twice during the semester will lose participation and attendance points for their tardiness and/or leaving class after the break. (½ point for every late arrival/leaving after the break). Students who are absent from class more than once during the semester will lose two participation points for every class missed after the first. Consideration will be given to students who have significant life emergencies that interfere with their class attendance. Students who miss more than 3 classes during the semester will be dropped from the course. Students who complete all course requirements and earn a failing grade will not be permitted to drop the course.

Incompletes, i.e., “I” grades are only given in extreme circumstances. The instructor must be apprized of the circumstances that prohibit the student from completing course assignments as outlined in the syllabus. These situations must be discussed well in advance of the end of the semester. The instructor reserves the right to determine if the circumstances are sufficient to justify an incomplete in the course. Any student who receives an incomplete in this course cannot enroll in SW 7055 and SW 7065 until requirements for SW 7040 are complete.

Due to their disruptive nature, the use of cell phones in class is not acceptable. Students are not to accept calls during class time, nor to leave class to accept calls. The use of other electronics is restricted to word processing programs. Web surfing, text messaging, etc. are not permitted during class time. Students are expected to close their laptops during the showing of videos, role-plays and extended class discussions.

* Denotes readings posted to Blackboard (Bb)

VII. Course Outline

Unit 1 Orientation to Social Work Practice: Overview of Core Year and the Profession; Evolution of Social Work Practice; The Ecological Systems Perspective; Ethics and Cardinals Values of the Profession.


NASW Code of Ethics
**Unit 2** Beginning Phase of Social Work Practice: Professional Relationships and Practice Settings; Interpersonal Communication Skills; Professional Use of Self; Professional Writing/Recording. Principles of culturally-sensitive social work practice.


**Unit 3** Data Gathering and Initial Assessment with Individuals and Families. Treatment Planning Principles.


Social Network Map
article:https://connect.wayne.edu/service/home/~/Tracy%20et%20al_social%20network%20map.pdf?auth=co&loc=en_US&id=45466&part=2
Unit 4 Middle and Ending Stages of the Problem Solving Process; Evaluation of Practice.


*Thomlison, Ch. 5, 6, 7


Cournoyer, B. R. (2011). *The social work skills workbook. (6th Ed.)* Belmont, CA: Thomson, Ch. 3 (pps. 76-88)

VIII. Assignments

Two major paper assignments, one quiz and a home visit on an older adult are required for this course. Students will complete an interviewing assignment that focuses on the examination of one’s professional use of self in an interview or role play and the evaluation/critique of their interviewing skills. For the second paper assignment, students will complete a psychosocial assessment. Students, paired with a second-year medical student, will complete a home visit on an older adult and complete two assessment instruments. Further details on these assignments follow.
INTERVIEWING ASSIGNMENT/ ASSIGNMENT #1
Interview Analysis

- The interviewing assignment focuses on the professional use of self in a role-play interview and the critique of one’s interviewing skills. The student will interview a class member and tape record (audio) the interview. This interview should be at least 30 minutes in length. The interview should be structured in a manner similar to that of an initial interview with a client. Students should focus on the development of the relationship with their interviewee and work to better understand the issue(s) of concern to the interviewee.

This first assignment should be 5-6 pages and will comprise 40% of your grade in this course. This assignment is due Week 7 at the beginning of the class period.

- After the interview, analyze the tape of the interview and choose three (3) effective and three (3) ineffective interventions. For each of your chosen interventions [ (3) effective and three (3) ineffective interventions], provide your rationale for your evaluation of the intervention. Use the Interventions handout distributed in class for a listing of possible interventions. These must be six different interventions related to six different interchanges between you and your interviewee. Do not use well-phrased or poorly phrased questions as examples of interventions.

- Prepare a verbatim transcript from your tape only of that dialogue that illustrates the three effective and three ineffective interventions. For the interventions you select, you must include the worker’s comments (yours) and your interviewee’s responses both before and after the intervention. For each intervention, explain it and its benefit at this point in the interview. Then, clarify your rationale for why it was effective or ineffective. Refer to course readings to support your rationale for your assessment of your interventions. Do not cite the author’s ideas. Use your own words. The references must be integrated into your paper, demonstrating your efforts to apply course material to practice. Students who do not refer to course readings will lose points on their paper.

- Also within your write-up discuss whether or not your interviewee (classmate) is a member of an at-risk population. If your interviewee is a member of an at-risk group explain in your paper the efforts you made to: identify the unique challenges the interviewee may face given the interviewee’s status as a member of an at-risk group; and clarify interventions you used to demonstrate sensitivity to the unique challenges faced by the interviewee. Identify what resource deficits exist and what skills/strategies are needed to address them.

- Identify and discuss the cardinal values of social work you demonstrated in the process of conducting the interview. Give specific examples of how you demonstrated these. e. g., respect and dignity of the individual, self-determination, etc.

- Discuss how you might evaluate the effectiveness of your interview. Give specific examples.
Submit your taped recording with your paper.

Note: All interviews between students are confidential. Both the instructor and the students are bound by the NASW Code of Ethics relative to the material discussed in the student interviews. All papers are graded on content and writing skills. Problems with sentence structure, spelling, punctuation, or other writing mechanics will lower the grade achieved on the assignment. All assignments are expected to be submitted at the beginning of class on the given date. Students who fail to follow time guidelines provided will lose one half grade for each day late.

Provide the verbatim dialogue from your taped interview, including what the client said, your intervention, and the client’s response to your intervention. See the example below.

Effective intervention
Example #1

Clarification Probe
Explanation of the Intervention
Clarification is an effective intervention social workers frequently use. By using this intervention, a social worker tries to better understand the meaning of an ambiguous word or phrase used by a client. Kadushin and Kadushin (1997) suggest the use of this intervention provides clarity for the interviewer and demonstrates to the client the interviewer’s sincere interest in understanding him/her. The worker asks for more detail on a subject that a client introduces in the interview. In our interview, I noticed many times that I used clarification. The following is an example of an effective use of this intervention.

Word-for-word Dialogue

Client: The person that they had supervising me was younger than I was, and she was very street.
Worker: So, street, meaning…
Client: She was, you know, she’d talk, you know, unprofessional. She spoke in an unprofessional manner to the coworkers, and she would, you know, have her radio blasting in the office, and she’d be on the phone all the time.

Rationale for the effectiveness or ineffectiveness of the intervention

When the client used the term, ‘street’, I had an image of someone who spoke incorrectly, that is, used slang terms. I realized that the client’s definition of ‘street’ might have been different than mine. Therefore, I asked for clarification of the meaning of the word by probing the client. This probe was effective because the client went into a lengthy explanation for her meaning of ‘street’. I had a better understanding of how she saw her former supervisor and could wonder if she had concerns about me treating her in an unprofessional manner.
Paper Assignment #2

PSYCHOSOCIAL ASSESSMENT

Use the case example provided by your instructor or one from your case load (your instructor will identify which will be used) and answer the following:

1. Briefly describe the demographic characteristics of the client. (2-3 sentences)

2. Briefly identify the presenting problem(s). Clarify what events or behaviors have precipitated the problem. (2-3 paragraphs)

3. Briefly describe pertinent Background History (childhood experience, family system, educational and occupational history, social functioning, health/physical status, economic factors, substance use/abuse, and previous treatment). (1-2 pages)

4. Describe the client's ego functioning/defensive structure (see course handout). This should be synthesized, not written as discrete capacities. Provide evidence, i.e., examples of behavior to support your analyses. Identify the stressors/environmental challenges faced by the client, e.g., poverty and how these may impact the individual’s psychosocial functioning. (3-4 paragraphs)

5. Provide a diagnostic formulation (Your interpretive diagnostic understanding of the client based on the integration of points (1, 2, 3, & 4). (1 paragraph)

6. Develop a tentative psychosocial (not psychiatric) diagnosis. Clarify if the basis of the client's problem primarily reflects life role/developmental stage issues, situational stress/trauma, ego impairments/difficulties, and/or resource deficits. (1 paragraph)

7. Include a treatment plan. (Clarify major treatment goals and objectives).

8. Discuss how you would evaluate the treatment plan. (1-2 pages for # 7 & 8)

9. Discuss your personal reactions to the client i.e., your countertransference. (For example, what might you think and feel if a client comes to a session smelling of alcohol and acting angry and uncooperative. The worker may feel anxious, confused and angry).

Your assessment (5-6 pages, double-spaced, 12 pt font) will be evaluated based on writing mechanics, accuracy and organization of the material, incorporation and integration of all the key points listed in the assignment. Papers are due Week at the beginning of the class period (8:30 AM). Papers handed in late will be graded down (½ half grade per day late) unless arrangements have been made with the instructor due to a significant personal emergency.

Please Note: Students are expected to use their own words in the assessment paper. Do not use phrases, sentences, etc. direct from the case study. To do so would be considered plagiarism.

All papers must be consistent with APA Guidelines.
Assignment #3
Each student will make a home visit with a second-year WSU medical student. During the home visit, the student will interview the older adult and complete a social network map. Additional details regarding this assignment will be provided in class.

VIII. Grading
Assignment #1 Interviewing Analysis 35 points
Assignment #2 Psychosocial Assessment 35 points
Home Visit 7 Older Adult Assessment 15 points
Quiz (es) 5 points
Attendance and Participation 10 points
TOTAL 100 points

Grades will be assigned as follows:
95-100 A Outstanding Performance
90-94 A- Excellent Performance
87-89 B+ Very Good Performance
84-86 B Good Performance
80-83 B- Less than expected for Graduate School
70-79 C Poor Performance
Under 69 F Failure in the course
**IX. Detailed Course Outline**

*Denotes required professional reading material posted on Blackboard (Bb).

<table>
<thead>
<tr>
<th>DATE</th>
<th>Description</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| Week 1    | Introduction to the course; profession; school; Generalist Social Work Practice | **NASW Code of Ethics**
Cournoyer, B. (2011), Chapters 1, 2, 5                                                |
| Week 2    | Ecological Systems Perspective; Values and Ethics.                           | *Compton, R., Galaway, B., & Cournoyer, B. (2005) Chapters, 1, 2                      |
| Week 3    | Interviewing; Communication; Recordings
Exercise 13: “*Hanging in There*” When Differences Between Client and Worker Are At Issue. In K. Storm-Gottfried, Social Work Practice: Cases, Activities, and Exercise* | *Applegate article
Cournoyer, B. (2011), Chapter 4
*Appleby, G., Colon, E., Hamilton, J. chapters
*Salleeby article |
| Week 4    | Overview of the Helping Process Interpersonal communication skills (verbal and non-verbal) and beginnings | Cournoyer, B.(2011). Chapters 6, 7, 8
*Kadushin & Kadushin Chapter 11 |
| Week 5    | The Beginning Phase ( Initial interview with individuals—Adults and children); Involuntary Clients and Rapport building | *Kadushin & Kadushin Chapters, 9, 4, 5
* Brodsky, S. & Lichtenstein, B., article |
| Week 6    | The Beginning Phase cont’d.                                                 | * Dane, B. & Simon, B. article
Thomlison, B. (2009). Chapters 1, 2, 3, |
| Week 7 & 8| Assessment with Individuals                                                 | Cournoyer, B. (2011). Chapters 9, 10
*Kadushin & Kadushin Chapter 6
**Week 7: Assignment #1 Due** |
*Tracy article |
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Middle Stage: Problem solving Intervention</th>
<th>Cournoyer, B. (2011). Chapter 11, 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 11</td>
<td>Middle Stage cont’d.</td>
<td>*Kadushin &amp; Kadushin chapter 7, 8 Thomlison, B. (2009). Chapters 5, 6</td>
</tr>
</tbody>
</table>
SELECTED BIBLIOGRAPHY


Rhodes, Margaret (1991). *Ethical dilemmas in social work practice.* Milwaukee: FSAA.


