SW 7070 Social Work Practice with Micro, Mezzo and Macro Systems (2 credits)

Section Reference #:

Instructor: Office
Office Phone: Office Hours:
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I COURSE DOMAIN AND BOUNDARIES

This course serves as a bridge course for students admitted under Advanced Standing and builds on the knowledge and skill base of generalist social work practice. Students will refine, strengthen and broaden their knowledge and skill from their undergraduate learning experiences.

This course focuses on social work methods and strategies for practice with diverse individuals, groups, families, communities and organizations. Emphasis is given to the fundamental practice principles guiding social work intervention at the micro, mezzo, and macro level, with special attention to the impact of diversity and the unique concerns of populations-at-risk. Throughout the course, the components of the ecological perspective and culturally-sensitive practice principles will be stressed. Students will have the opportunity to explore practice principles with groups, both treatment and task groups.

The course will emphasize the application and integration of HBSE theory to assessment with individuals and families; the relevance and application of theory to practice; and the evaluation of practice. Practice roles and processes with communities and organizations will be addressed and will be further clarified.

Professional documentation, particularly process recording and its significance to the professional use of self will be explored. Students will broaden their awareness and sensitivity to ethical and value dilemmas in social work practice and further their ability to make informed decisions in response to ethical dilemmas.
### COMPETENCIES

1. Identify as a professional social worker and conduct oneself accordingly
2. Engage diversity and difference in practice
3. Advance human rights and social and economic justice
4. Apply knowledge of human behavior and the social environment
5. Respond to contexts that shape practice
6. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

### LEARNING OUTCOME BENCHMARKS - By the end of the course, students will:

1. Understand the values and ethics integral to social work practice with diverse individuals, groups, families, organizations and communities (Competencies 4A – 4D).
2. Understand the significance of the professional use of self and self-awareness in social work practice (Competencies 4B & 4D).
3. Examine the practice theories and change strategies of micro, mezzo and macro practice used by social workers, with an emphasis on the person-environment matrix (Competencies 7A & 7B).
5. Increase knowledge of the effects of similarities and differences in ethnic, racial, cultural, gender and sexual orientation, age, and economics in values and lifestyles between social work professionals and the populations they serve (Competencies 4A & 4C).

### Skill Objectives - By the end of the semester, students will develop skill in:

1. The application of the strengths perspective in work with client systems (Competency 5B).
2. The ecological perspective and its relationship to psychosocial assessment and treatment planning with individuals and families (Competencies 7A & 7B).
3. Planning and developing a group of diverse members, assessing and facilitating the group’s work at different group stages; recognizing and effectively using group process, group structure and group dynamics in treatment groups and task groups (Competencies 10: Engagement A & B, Assessment A & B, Intervention A & B, Evaluation A).
4. Demonstrating sensitivity to human diversity and how people’s age, gender, culture, ethnicity,
SES, and sexual orientation influence the helping process (Competencies 4A – 4D).


6. Identifying and addressing ethical dilemmas that arise in social work practice (Competencies 1B, 1C & 1F; Competencies 2A – 2D).

7. Identifying the strategies used to assess organizational and community needs and the implications of these for social action efforts in macro and interpersonal practice (Competencies 9A & 9B; Competency 10: Assessment A).

III PERFORMANCE CRITERIA

Students will be expected to demonstrate familiarity with the basic principles and skills of social work practice at the micro, mezzo and macro levels, with sensitivity to the unique needs and concerns of diverse populations. They should be able to demonstrate an understanding of a range of interventions with individuals, families, groups and communities and methods for resolving ethical dilemmas that arise in practice at all levels of intervention. Students should demonstrate the capacity for the professional use of self and a beginning ability to identify manifest and latent aspects of communications. They will be expected to demonstrate their understanding of the person-environment framework in social work assessment and intervention; the essentials of social work assessment and the ecological approach; to identify relevant and meaningful practice interventions with a range of age groups and a range of client systems; to determine methods for evaluating their practice; and to describe and explain the relevance of theory to assessment and practice. Students will be expected to elucidate group work principles and practices in treatment and task groups, particularly an understanding of group dynamics, structure, process, and developmental stages and skill in leading such groups. Students will be expected to demonstrate the major tenets of culturally-competent practice.

Students in this Advanced Standing bridge practice course will understand the relevance of organizational and community practice and the basic methods and processes of macro practice. They will be able to articulate the interpersonal practice situations that could be best addressed with organizational and/or community intervention and identify the needed skills to build community coalitions.

Since students are enrolled in a professional school, they are expected to be responsible learners, i.e. attend all classes and participate in class discussions and activities. They will be expected to demonstrate their progress in basic comprehension and skill development through course assignments, e.g. papers, exams, class exercises, presentations.

IV COURSE READINGS

This course will entail readings from a number of texts and a required text. The required text is:


Chapters from the following will be posted on Blackboard:


**V COURSE ORGANIZATION**

This course is offered during the Summer term, meeting three times a week for approximately two-hour time blocks over a four week period. Primary attention is given to principles of social work practice at the micro, mezzo and macro levels. Students learn the nature and demands of graduate study in a professional school of social work throughout this bridge to the graduate program.

The course content is organized into the following units:

**Unit 1 (two weeks)** begins with an overview of contemporary social work practice, with an emphasis on the needs and concerns of vulnerable populations and the problem situations requiring social work service. Social work values and ethics are identified and examined, and methods for responding to ethical dilemmas will be explicated. This unit addresses the problem solving process in practice with emphasis on the nature of professional relationships and the professional use of self in work with a range of age groups and systems. The principles of psychosocial assessment will be presented and applied to case material. Exercises sensitizing students to culturally-competent practice and the person-environment perspective will be included along with the principles of documentation, particularly process recording.

**Unit 2 (one week)** concentrates on the group modality with the opportunity to explore the use of social work groups with specialized populations. Methods of planning, engagement and the significance of process, structure and dynamics in treatment and task groups will be addressed.

**Unit 3 (one week)** addresses the roles and processes of organizational and community practice.
Strategies to assess organizational needs and community needs and methods to address identified problems and needs.

VI. ROLE AND RESPONSIBILITIES OF THE STUDENT

See University Statement of Obligation of Students and Faculty Members of the teaching-learning process.

Attendance Policy for Summer Bridge Courses:

With the understanding that some students may encounter a situation necessitating their absence from class, students are permitted one absence from this course before losing points from their grade. For each subsequent absence, students will lose four grade points. Due to a variety of reasons, such as weather conditions or traffic congestion, some students might occasionally arrive late. In consideration of such possibilities, students are permitted two late class arrivals before losing attendance points. For every subsequent late arrival, students will lose two points from their grade.

Please note: Late arrivals following a break and early departures are also subject to point deductions after the second such instance. If the point total for the number of missed classes, late arrivals, late returns following a break, and/or early departures exceeds ten, the student may not receive credit for the course irrespective of other performance criteria.

This policy is subject to modification at the Instructor’s discretion should a student’s life circumstances warrant alteration of the policy. Such circumstances may include severe illness of the student or immediate family member, or a death in the family. Should any such situations occur, request for modification of the attendance policy must be discussed with the Instructor.

Points for Attendance: 15 (representing 15% of the final grade)

One missed class…………………………………………………………. 0 points deducted
Each subsequent missed class…………………………………………… 4 points deducted

1 or 2 late arrivals/early departures/late returns following a break…. 0 points deducted
Each subsequent instance………………………………………………… 2 points deducted

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 the Advanced Year practice course until requirements for SW 7070 are complete.
VII ASSIGNMENTS AND GRADES

Unit One:
Students will complete an assessment and intervention plan of a family and apply a human behavior theory as the framework for understanding the functioning of the individuals and family members. Methods to evaluate the effectiveness of the planned intervention will be included in the paper. Students will also consider relevant community and/or organizational dynamics that might be addressed that further the needs and concerns of the client system. Further details about this assignment will be provided. A case study will be provided for this assignment. Students will have three weeks to complete this assignment. See instructions

ASSIGNMENT #1
A quiz on course readings is included in this unit.

This assignment is worth 10 points

ASSIGNMENT #2 THEORETICAL STANCE & ASSESSMENT

For the assignment, students will be assigned to a work group. Each group will use a theoretical framework assigned by the instructor as a framework for assessing the family. (See Strom-Gottfried, Social work practice: Cases, activities, and exercises, Exercise 24: What You Look for Determines What You See). Students will be allotted some class time to discuss the case. Each student will submit his/her analysis/assessment of the case material, i.e., answer the questions included in the exercise. Additionally, students will answer the following questions:

1. What other concerns might be considered if the family were members of an oppressed population, e.g., African-American or Hispanic? Identify these and how they would influence your assessment and intervention plan.

2. What methods would you use to evaluate the effectiveness of your intervention plan? Be specific.

Use the outline provided in the exercise and add the questions listed above. All papers are graded on content and writing skills and should be no more than 5 pages. Problems with sentence structure, spelling, punctuation, organization and clarity, 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 points for each day late. Where indicated, students are expected to use APA style.

Each student is expected to demonstrate academic honesty in all work. Plagiarism or other forms of academic dishonesty will result in a failure in this course.

This assignment is worth 35 points.
Unit Two:  
ASSIGNMENT #3  
PROPOSAL FOR A SPECIALIZED GROUP

Students will work in small groups and develop a plan for a specialized group, one that addresses the needs of a population-at-risk, e.g., children in foster care, a court-mandated substance abuse treatment group for adolescent mothers, a community coalition to help establish a community residence for people with developmental disabilities etc. Guided by a brief literature review (3-4 articles from the professional literature), students will develop a plan for establishing and conducting a group.

1 Include a brief review of the literature. Include one or two paragraphs that provide an overview of group work with your chosen population.

2 Group Proposal  
With consideration to the guidelines presented in the text, develop a plan/proposal for a group. Include the following:

A. Goals and objectives.  
B. Composition: who will comprise the group?  
C. Clarify the structural issues you will need to address.  
D. Discuss the group dynamics.  
E. Outcome evaluation.

This assignment is worth 20 points toward the final grade. Each student will submit a proposal based on the work of the group experience. Papers are expected to be well-written, well-organized and address all the questions included in the assignment. Students are to use APA writing style. The proposal should be 5-7 pages in length. Further details on the content of the paper will be provided.

Unit Three  
Assignment #4 Needs Assessment

This assignment is worth 20 points toward the final grade. Each student will submit a neighborhood needs assessment. Papers are expected to be well-written, well-organized and address all the questions included in the assignment. Students are to use APA writing style. Further details on the content of the paper will be provided.

Unit One: Assignment #1 Quiz  
10 points
Unit One: Assignment #2 Assessment and Intervention Plan  
35 points
Unit Two: Assignment #3 Group Proposal  
20 points
Unit Three: Assignment #4 Needs Assessment  
20 points
Attendance and Participation:  
15 points

Total  
100 points
Grades will be assigned as follows:
A    95-100
A-   90-94.9.
B+   87-89.9
B    83-86.9
B-   80-83
C+   77-79.9
C    70-76.9
F    Below 70

COURSE OUTLINE & CALENDAR

Course Calendar

Unit 1
Overview of contemporary practice. Conceptual framework for social work practice.
Evaluation of practice

Week 1

Readings

- Part I: Chapter 1, The Context of Practice: The Social Worker, pps. 3-34;
- Chapter 2, The Context of Practice: Diversity and Key Concepts, pps. 35-61;

Class Exercise
Week 2

Readings:
- Chapter 4, The Helping Relationship: Further Dimensions, pps. 95-117;
- Chapter 5, Toward Understanding Change, pps. 118-142,
- Chapter 9, Interviewing Skills, pps. 229-282.


Class Exercises:
- Evaluating Effectiveness, Exercise 30, pps. 315-340,

Assignment #1:
- Quiz on Micro Readings

UNIT TWO

Leadership in groups. The importance of the planning stage. Specialized methods in treatment and task groups. Ethics in groups. Evaluation of the group’s effectiveness.

Week 3

Readings:
- Chapters. 1, 8, 9, 10, 11, 12, 13
- Appendix A, Ethical Guidelines for Group Work.

Class Exercises:
Chapter 15, Case Examples: A Caregiver Support Group, A Community Coalition

Assignments:
- Assignment #2 Assessment and Intervention Plan due
- Assignment #3 due: Tuesday of the next week
UNIT THREE

Theories and practice methods for understanding and working with organizations, neighborhoods and communities.

Week 4

Readings:

• Chapter 4 Knowledge and Theories about Organizations, pps. 99-121,
• Chapter 6 Organizational Structure and Dynamics, pps. 151-176,
• Chapter 7, Human Behavior, Management, and Empowerment in Organizations,pp179-216.
• Chapter 8, Communities in the Macro Social Environment: Theories and Concepts, pps 217-252;
• Chapter 9: Assessment of Geographic Communities and Empowerment, pps 254-278.
• Chapter 10: Neighborhood Empowerment, pps 282-308.

Brueggeman
• Chapter 5 Communities, 114-135
• Chapter 14 Becoming Active in Social Movements, pps 416-455

Assignment # #4 due Tuesday of the next week

SELECTED BIBLIOGRAPHY


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


