

**WAYNE STATE
UNIVERSITY**
SCHOOL OF SOCIAL WORK

MASTER SYLLABUS

SW 3010 PRACTICE METHODS I (4 credit hours)

I. COURSE DOMAIN AND BOUNDARIES

This is the first in a sequence of four courses, (SW3010, 3020, 4010, and 4020), designed to develop the practice knowledge and skills necessary for BSW students to begin professional social work practice. The purpose of this course is to provide an overview of Generalist Practice. This course will introduce students to the value, philosophy and knowledge base considerations of social work practice.

Generalist social work practice is presented within a pluralistic eclectic framework as an orderly process of planned change with various client systems and the application of ethical and technical practice principles. Students are encouraged to explore the professional “use of self” by employing self correction to assure continued professional development as well as a means to better understand personal impact on delivery of client services.

Students will be assisted in the beginning development of such skills as: self awareness, personal values, communication, observation, building a professional helping relationship, identification of ethical conflicts and the ability to use ethical decision making.

Specific emphasis will be given in this first methods course to the integration of material from the student’s knowledge of human behavior, social policy, research, student’s life experience, and professional skill laboratory experiences. Particular attention is given to preparation for understanding and relating to persons of diverse backgrounds including oppressed groups, populations-at risk and racial or ethnic minorities.

COMPETENCIES

- | |
|----------------------------------------------------------------------------|
| 1-Identify as a professional social worker and conduct oneself accordingly |
| 2-Apply social work principles to guide professional practice |
| 3-Apply critical thinking to inform and communicate professional judgments |
| 4-Engage diversity and difference in practice |

Benchmarks:

- A. Students will employ values clarification as a process regarding use of self in their professional role.
- B. Students will review issues of marginalized populations
- C. Students will interview a BSW Agency Social Worker

D. Students will write a paper of personal ethical dilemmas and value orientation

II. Learning Outcomes:

By the end of this course the student will be able to:

- Describe the unique roles and services that social workers provide (Competency 1-D)
- Identify opportunities and implement strategies to advocate for clients (Competency 1-A)
- Employ values clarification as a process regarding use of self in their profession (Competency 2-B)
- Demonstrate attendance to professional roles and boundaries (Competency 1-C)
- Differentiate between personal and professional standards in the professional role with clients (Competency 1-C)
- Employ ethical standards in their professional role with clients (Competency 2-B)
- Demonstrate integrity, honesty and an ability to communicate the principles of the profession (Competency 2-B)
- Recognize personal values assumptions and biases and not impose those views on clients (Competency 1-B)
- Articulate the ethical principles of the NASW Code of Ethics (Competency 2-B)
- Recognize Competing ethics and utilize decision making steps to address ethical dilemmas (Competency 2-D)
- Employ effective oral and written language skills in their professional communications (Competency 3-C)
- Recognize at a beginning level the impact of diversity on human relationships (Competency 4-A)
- Take into account human diversity in all phases of social work practice with special attention to at-risk populations (Competency 3-B)
- Be responsive to personal feelings, behavior and thoughts and understand how these can impact professional action which may contribute to social and economic justice (Competency 1-B)
- Demonstrate an understanding of how the forms and mechanisms of oppression and discrimination impact individuals, groups, families organizations and communities (Competency 4-A)

III. PERFORMANCE CRITERIA

Through written assignments, quizzes, small group projects, and class participation, the student will be expected to meet the learning outcomes outlined in II above.

IV. TYPICAL ASSIGNMENTS

- | | |
|-----|---------------------------------------------------------------------------------------------------------|
| 15% | Agency visit and interview of BSW practitioner, e.g., case manager, supervisor, or administrator |
| 10% | In class exam (s) |

- 20% Process recording analyzing practice process that has been demonstrated vignettes, videos, role plays or other illustrations.
- 20% Paper illustrating the interrelationship of the three levels of practice
- 20% Values paper
- 5% Service Learning Project
- 10% Ethics Assignment

V. GRADING POLICY

Students may pass the course with a grade of **D** but must maintain a **C (2.0)** average during the junior and senior years. (See Undergraduate Bulletin, Wayne State University p.471.)

Grade distribution range

100-95 A	94-90 A-	89-85 B	84-80 B-
79-75 C+	74-70 C	69-65 D+	64-60 D

VI. Role of the Student and Instructor

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

VII. TEXTS AND REQUIRED MATERIALS

Kirst-Ashman, Karen & Hull, Grafton H. (2009). *Understanding generalist practice* (5th edition). Chicago, IL: Nelson Hall.

Hepworth, Dean H., Rooney, Ronald H., & Larson, JoAnn (2010). *Direct social work practice theory and skills* (8th edition). Pacific Grove, California: Brooks/Cole.

Payne, Malcolm (2005). *Modern social work theory* (7th. edition). Chicago, IL.: Lyceum Books. Chapter 7 “Systems theory and ecological perspective”.

Recommended text

Benjamin, A. (2001). *The helping interview* (4rd ed.). Boston: Houghton M.

VIII. ORGANIZATION OF THE COURSE

This is a three credit course composed of lecture/discussion/and practice. Two thirds of which the focus will be on practice knowledge and one third of the course sessions are a laboratory in which skill development will be practiced. A service learning project will be initiated in this course. Students are required to participate in this activity. The focus of the course is on gaining insight into entry level generalist social work practice and socialization of the student to the

profession of social work. The sessions are organized around the following:

- Introduction and systems theory as a framework for generalist practice and the social work profession.
- The process of problem solving
- Working with groups
- Preparation for field work
- Exploration of the code of ethics
- Working with diverse populations

Professional skill laboratory:

The following process oriented topics will be developed during the last hour of each class session which will consist of a professional skill development laboratory. Students verbal and written communication skills, assessment and intervention planning skills, self awareness of one's thoughts, feelings, behavior and attitudes will be developed through role play, simulation and feedback, procedures including video tape of student performance.

- Getting started in social work practice
- Orientation to skill laboratory objectives
- Nature of class assignments and evaluations
- Use of self in the Helping Relationship
 - definition of helping
 - principles of helping relationships- genuineness, empathy, warmth, hope, confidence.
 - self-awareness of self social functioning
 - trust of beginning professional judgment
 - over-identification vs. rejection
 - dependency
 - acceptance of self-direction
 - use of supervision
 - awareness of cultural values and impact on practice
 - awareness of ethnic, race and gender attitudes and impact on practice

Service Learning Project

Service-learning is a useful means of helping students understand gerontology. It allows for the ideal integration of theory, research, and application of the study of aging. Students provide meaningful service to the community, by engaging in direct contact with members of the populations they are studying while integrating course content with real-world experience. Students gain additional insight by participating in reflective activities in class discussions; through journal keeping and other writing assignments; and in meetings with instructors, other students, and professional staff members who provide support and services to the older adults at service-learning sites.

1. INTERVIEW PAPER (Competency 1)	Due:
You are to interview, in person, a BSW social worker working in an agency setting (not private practice) in the local area. You must interview them in their work setting not on the phone . Plan to spend 45 minutes to an hour in the	

interview. **This must be someone you do not know prior to this assignment.** Please use the name and credentials of the person that you interview. If they are not willing to have these used, please choose someone else. Gather the following information:

- A. Educational background (College or University, year of graduation, degree to affirm BSW)
- B. Description of work and job title.
- C. Description of clients served.
- D. Description of social/personal problems or concerns addressed in the agency.
- E. The Social Worker's evaluation of his/her own effectiveness within the agency.
- F. Discuss Social Worker's evaluation of the effectiveness of the agency.
- G. What indications were there of micro, mezzo, and macro social work within the agency.

After the interview write a paper (4-5 pages double spaced pages) consisting of the following three sections:

- Section 1 Describe the experience of trying to find someone to interview. Include how many phone calls you had to make, what your feelings were when asking a stranger for help, how it felt if your calls were not returned. The idea is that you will become aware of the parallel processes between how you felt and how a consumer might feel in similar circumstances (i.e. asking for help, calls not returned, etc.). Please compare the feelings you had to the feelings a consumer might have.
- Sections 2 Summarize the information gathered during the interview and include the information from A-G above as well as other related content or observations.
- Section 3 Conclude the paper with your assessment of the interview and the work that is accomplished in the agency. Include how you experienced this assignment (i.e. what did you learn, how did you feel during the interview, do you feel or think differently about social work, etc.).

All papers must include a cover page, an introduction and a conclusion to the topic. The cover page should include the title of the assignment, information about the class (SW3010), the date you are handing it in and your student identification number, please do not use your social security number. Use the writing skills you learned in your English Composition classes. Do not include a transcript of the session.

I caution you to make sure that the person you interview has a BSW. **Many people say they are a Bachelor's level social worker but they have not earned a BSW. Ask before you go ahead with your interview. Ask specifically this question before you go ahead with your interview "Do you have a BSW."** This information should be confirmed again when you ask what degree they earned and from what university. Thus you will be doubly sure that you are interviewing someone with a BSW. Be cautious about this because I will not accept a paper which is an interview of someone with another degree. The purpose of this assignment is to write about what someone with a BSW does in practice. Any other degree defeats the purpose of the paper

2. Values Paper Competency 2

Due:

This paper is designed to assist you in exploring your own value orientation. Of particular interest is how your own values and feelings influence your attitudes and behaviors.

In a type written paper (5 pages double spaced), describe your values as they relate to social work values and to the NASW Code of Ethics. You **must** examine values that are conflicting with the Code of Ethics and values which are congruent with the Code of Ethics. This paper **must** have depth to receive full credit.

Which of your values do you see as especially helpful to you as you practice social work?

How do you see yourself practicing social work and promoting the values of the profession?

Describe life situations that have helped you shape your values and support your belief in the social work values described in your texts and in the NASW Code of Ethics.

This assignment must include a cover page, an introduction and a conclusion. The cover page should include the title of the assignment, information about the class (SW3010), the date you are handing it in. This paper must also demonstrate good English Composition skills. Please include all of the above required parts in your paper. You will lose points if all are not included.

3. PAPER RELATED TO THE INTERRELATIONSHIP OF THE THREE LEVELS OF PRACTICE **Competency 3**

Due

This paper will demonstrate your beginning understanding of the importance of all three levels of practice and the way the different levels of practice overlap and contribute to the overall practice of social work. The paper will be based on a *Case Scenario*.

The paper will be type-written double spaced and 5-7 pages in length.

Include in the paper:

1. Identify a macro/mezzo level change that you believe might be faced by a social worker who is engaged primarily in micro-level practice. Identify the specific changes that the social worker may want to pursue for his/her client's benefit.
2. Identify the overlap between the three levels paying particular attention in your discussion to the way the challenge affects special populations such as ethnic minorities and women. ***identify these issues, which issues in particular are relevant to this client***
3. Identify the value and ethical dilemmas that arise from this problem. Discuss ways in which the ethical principles might be brought to bear to help resolve the problem. ***Refer to the specific problem addressed in the scenario***

As in the other assignments, this assignment must include a cover page, an introduction and a conclusion. A cover page should include the title of the assignment, information about the class (SW3010), the date you are handing it in and your student identification number.

The paper must also demonstrate good English Composition skills.

The service-learning project, will improve the students' ability to understand, appreciate, and work with various oppressed populations

Geriatric Care in Social Context Senior Home Visiting Program

Goals

Social work students will conduct an interdisciplinary team home visit with medical and pharmacy students. The overall goal is to help students gain experience in working on an interdisciplinary team, expose students to issues on aging and to foster a positive attitude toward working with older adults. After completing this assignment students will be able to:

- 1) Understand ones values and bias regarding older adults

- 2) Use empathy and basic interviewing skills to engage older adult clients
- 3) Adapt interviewing methods to potential sensory, language, and cognitive limitations of the older adult
- 4) Collect, organize and interpret client data
- 5) Develop skills in working effectively on an interdisciplinary team.

Program

This program is part of a research study with the Wayne State University Medical School, School of Pharmacy and the School of Social Work. Prior to the visit, students will complete an aging attitudes assessment pre-test. After the visit, students complete the aging attitudes assessment post test.

Social work students, BSW seniors and MSW first year (core), will work with Medical students and in some cases pharmacy students to complete a home visit with older adults (Senior Partner participant). Students will conduct joint one to two hour interviews. BSW social work students will complete an Ecomap.

2. The student is to maintain a journal about the experience. A one-page, single-spaced entry should be submitted every two weeks. The journal should include date, time, place, and duration of each service assignment; summary of visit, including description of activity and surroundings; integration of information with the student's experience; and personal reflections, impressions, and meanings. The Student might answer questions such as: What am I doing and why? What am I learning? What insights am I gaining about others, society, and myself? How will this experience affect my future thoughts and actions? As well as reflections on your experience of the process. At the conclusion of each journal entry, students should indicate specific plans for upcoming meetings with their Service Partners.

3. The journal will be evaluated on the comprehensiveness of reflections, and integration of information service population and theory with your experience. Completion of the voluntary service requirements, reliability in planning and fulfilling obligations, and an assessment of the students performance by the Service Partner will also be factored into the grade.

IX. Course Outline

Session	Activity	Assignment
1	Overview of course objectives, content and relationship to BSW curriculum; introduction to utilization of Blackboard technology; Role play	
2	Uniqueness of social work; defining generalist practice; the generalist intervention model; social work values practicing competently.	Kirst-Ashman, Chapter1 Introducing generalist practice : the intervention model pp.2-39 Hepworth, Rooney, & Larson Chapter 1 The challenges of social work pp.3-22
3	Working with individuals Interviewing skills; Client self determination and empowerment;	Kirst-Ashman, Chapter 2 Micro practice skills pp.42-75.

	Verbal and non-verbal behavior Module 1 UIA	
4	Benefits of group; types of groups; worker roles in groups; micro skills in group.	Kirst-Ashman, Chapter 3 Mezzo practice skills: Working with groups pp. 78-104
5	Defining macro practice; the organizational context of social work practice ; the theoretical base for organizational and community change; worker role in organizational and community change; generalist intervention model in macro practice.	Kirst-Ashman Chapter 4 Macro practicesskills: Working with Organizations and Communities pp. 125-158
6	systems theory/ecological framework applying systems theory to social work practice ecological systems theory: the life model; networking and social support systems.	Payne, Malcolm Chap. 6 Systems and ecological perspective pp. 137-153
7	Problem solving skills; preparing clients to learn to problem solve; managing interaction during problem solving; steps for problem solving; social skills training; relaxation training.	Hepworth, Rooney & Larson. Chapter 14 Enhancing clients problem solving, social assertiveness, and stress management skills pp 405-440
8	Roles of the participants; identifying surface and underlying feelings; developing skills in responding; self disclosure; responding authentically. Review of video regarding healthy aging	Hepworth, Rooney & Larson. Chapter 5 Relationship building skills: Communicating with empathy and authenticity pp. 87-138
9	psychological contact with clients and exploring their problems; focusing; evaluating use of focusing and exploring skills; impact of counterproductive communication patterns; eliminating nonverbal barriers to effective communication; eliminating verbal barriers to communication gauging the effectiveness of your responses .	Hepworth, Rooney & Larson.Chapter 6 Verbal following, exploring, and focusing skills.pp.139-169, chapter 7 Eliminating Counterproductive communication patterns. pp 171-186
10	Interaction between personal and professional values; the cardinal values of social work.	Hepworth, Rooney & Larson Chapter 4. Operationalizing the cardinal social work values pp57-80
11	NASW Code of ethics	Kirst-Ashman, Chapter 11 Values, ethics, and the resolution of ethical dilemmas pp. 415-455
12	Diversity in the United States; Barriers to culturally competent social work; developing culturally competent interventions; Understanding and valuing differences ethically and racially sensitive social work practice.	Kirst-Ashman,.Chapter 12 Culturally competent social work practice. pp.394-420
13	Realities of the field guest lecturer; Agency function and roles of student Agency function and role of involuntary clients; Expectations of the field.	
14	Session 14 Wrap-up and evaluation	
15	Session 15 Final examination	

Note: Faculty reserves the right to change the syllabus **based on needs of the class**

TYPICAL ASSIGNMENTS

INTERVIEW PAPER

You are to interview in person, a BSW social worker working in an agency setting (not private practice). Plan to spend 45 minutes to an hour in the interview. This must be someone you do not know. You may use the name of the person if the interviewee is agreeable or you may select a pseudonym for the interviewee. Gather the following information:

- A. Educational background: (College or University, year of graduation)
- B. Description of work and job title.
- C. Description of clients served.
- D. Description of social/personal problems or concerns addressed in the agency.
- E. The Social Worker's evaluation of his/her own effectiveness within the agency.
- F. Discuss Social Worker's evaluation of the effectiveness of the agency.
- G. What indications were there of micro, mezzo, and macro social work within the agency.

After the interview write a paper (4-5 double space pages) consisting of the following three sections:

- | | |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Section 1 | Describe the experience of trying to find someone to interview. Include how many phone calls you had to make, what your feelings were when asking a stranger for help, how it felt if your calls were not returned. The idea is that you will become aware of the parallel processes between how you felt and how a consumer might feel in similar (i.e. asking for help, calls not returned, etc.), circumstances. Please compare the feelings you had to the feelings a consumer might have. |
| Sections 2 | Summarize the information gathered during the interview and include the information from A-G above as well as other related content |
| Section 3 | Conclude the paper with your assessment of the interview and the work that is accomplished in the agency. Include how you experienced this assignment, (i.e. what did you learn, how did you feel during the interview, do you feel differently about social work, etc.). |

Remember all papers must include an introduction and a conclusion to the topic. Use the writing skills you learned in your English Composition classes. Do not include a transcript of the session.

VALUES PAPER

This paper is designed to assist you in exploring your own value orientation. Of particular interest is how your own values and feelings influence your attitudes and behaviors.

In a type written paper (5 pages), describe your values as they relate to social work values and to the NASW Code of Ethics, You will be evaluated on how well you explore the following areas:

How do you see your personal or professional values as congruent or conflicting as they relate to social work and the NASW Code of Ethics.

Which of your values do you see as especially helpful to you as you practice social work?
How do you see yourself practicing social work and promoting the values of the profession?

Describe life situations that have helped you shape your values and support your belief in the social work values described in your texts and in the NASW Code of Ethics.

PAPER RELATED TO THE INTERRELATIONSHIP OF THE THREE LEVELS OF PRACTICE

This paper will demonstrate your beginning understanding of the importance of all three levels of practice and the way the different levels of practice overlap and contribute to the overall practice of social work. The paper will be based on a written case study, classroom role play or video role play.

This paper should be 5-7 pages in length.

You are to:

1. Identify a macro/mezzo level change that you believe might be faced by a social worker who is engaged primarily in micro-level practice.
2. Identify the overlap between the three levels paying particular attention in your discussion to the way the challenge affects special populations such as ethnic minorities and women.
3. Identify the value and ethical dilemmas that arise from this problem. Discuss ways in which the ethical principles might be brought to bear to help resolve the problem.

Approximate length 5-7 pages.

PROCESS RECORDING

Process recordings should use one of the forms provided in this syllabus or on the web site for this course. A cover page should include the title of the assignment, information about the class (3010), the date you are handing it in, and your student identification number, please do not use your social security number.

An introduction needs to be provided at the beginning of the process recording. The introduction includes:

- A. Client name (use a pseudonym and identify it as such)
- B. Age of client
- C. Marital status of the client
- D. Occupation of the client
- E. How many times have you seen them previous to the recorded interview
- F. Goals for the interview
- G. Anything else that would assist the professor's understanding of the situation

In the body of the process recording:

- A. Dialogue need to be the exact dialogue as the student remembers it (it will read like a script for a play)
- B. Feelings need to be your feelings not what you think is going on with your consumer.
- C. Analysis will:
 - 1. Identify your understanding of what is going on with your consumer.
 - 2. Identify the skill you are using.
 - 3. Explain the reason for selecting that skill or intervention at that point.
 - 4. Explain where you are heading with this client.
 - 5. Self-evaluate the effectiveness of the skill or intervention used at this point.
 - 6. Identify what might work better in the future.
 - 7. Include anything else you think might be relevant to your consumer or your skill development.

At the end of the process recording, provide an evaluation of your overall skill during the session.

- A. How do you see yourself as being effective during the session?
- B. What skills would you like to improve?
- C. What questions do you have for the reader so you can receive feedback on your skills?

Note: questions need to be specific and have depth.

SERVICE LEARNING PROJECT

Geriatric Care in Social Context Senior Home Visiting Program

This service learning project is part of a research study with the Wayne State University Medical School, School of Pharmacy and the School of Social Work

- a. Prior to the visit, students will complete an aging attitudes assessment pre-test.
- b. After the visit, students complete the aging attitudes assessment post test.
- c. Students will work with Medical students and in some cases pharmacy students to complete a home visit with older adults (Senior Partner participant).
- d. Students will conduct joint one to two hour interviews.
- e. BSW social work students will complete an Ecomap

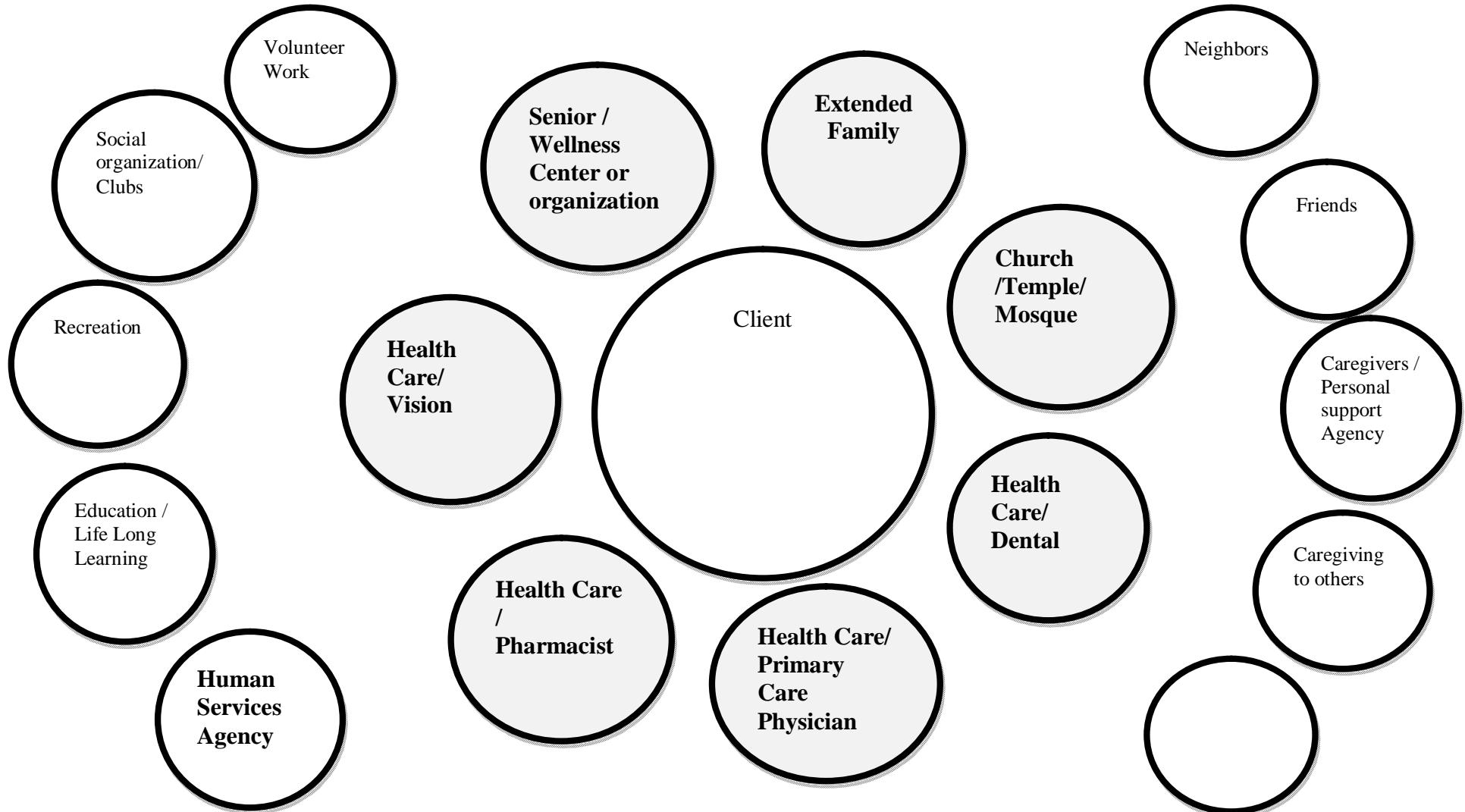
Home Visiting Ecomap
Wayne State University
School of Social Work
BSW Students

The Eco-Map is an instrument used to identify and assess ones social support system. Social support refers to the information, encouragement, and tangible assistance that is offered to a person, by others and is perceived by the person as being beneficial to his or her functioning. Instructions for completing the maps are found below. Be aware that as a member of an interdisciplinary team you must work collaboratively. This requires joint planning before the visit.

ECOMAP CONSTRUCTION

- Bring two copies of the instrument to the home visit.
- Place family/individual of interest in the center circle.
- Review, label and/or add environment systems with participant.
- Identify systems in which the person is involved. Using your interviewing skills ask questions to obtain information regarding the persons social network.
- Focus your interview with older adult participant on the 7 inner circles.
- The Ecomap should be constructed with the older adult as much as possible.
- Draw lines depicting presence of and nature of the relationship.
 - Solid, thick line connotes important/positive relationships. (——)
 - Broken line connotes weak, tenuous relationships. (- - - -)
 - Hatched line connotes conflicted, stressful relationships. (--/-/-/-)
- You can write brief descriptions above the line with additional information.
- Note direction and flow of energy between the person and the system (this identifies the resources going into and out of the system).
- Conclude the interview by sharing/discussing the information gathered. Point out the strongest social support systems.
- Ask the older adult to complete the Ecomap and mail it to you. You will keep the copy that you worked on together. This information should be given to your instructor and the research team.

Eco-Map



Identify systems in which the person is involved.

Fill in the connections where they exist.

Indicate the nature of the connections by drawing different kinds of lines: **—** for strong, **- - - -** for tenuous, and **-----** for styles/fy1.

Draw arrows along the lines to signify flow of energy, resources, etc. (Sheafor & Horejsi, 2003)

Family/ Relatives

Adapted
from
Sheafor &
Horejsi,
(2003)

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Websites

Association of Baccalaureate Social Work Program Directors at :
<http://www.rit.edu/~694/bpd>

Child Welfare League of America: <http://www.cwla.org>

Cultural Competence:
<http://www.air-dc/cecp/cultural/default.htm>

Council on Social Work Education: <http://www.cswe.org>

Defining Social and Economic Justice: (see External Links for connecting to this site)
www.cesj.org/thirdway/economic_justice_defined.htm

Human Rights and Justice: (see External Links for connecting to this site)
reckonings.net/human_rights_social_economic_justice.htm

National Association of Social Workers: <http://www.naswdc.org>

National Black Child Development Institute: <http://www.nbcdi.org>

Project Resilience "The website that teaches a strengths based approach to education, treatment, and prevention" <http://www.projectresilience.com>

Strengths Based Services International: <http://www.empowerkids.org>

Social Work Access Network (SWAN) (Chris Monsna): <http://www.sc.edu/swan>

Social Work Resources:
<http://sophia.smith.edu/~jdrisko>

Social Work Resources on the Web:
wwwlibrary.csustan.edu/lboyer/socwork/resources.htm