I. Course Domain and Boundaries

This is the second of four courses in social work practice in which the purpose continues to be preparation of the student for entry level professional social work practice. Within this course students continue to apply principles that guide professional practice with particular emphasis placed on the micro level of practice, working with individuals and families, both voluntary and involuntary. It includes developing competencies related to the helping relationship and issues that are unique to the helping relationship. An overview of the problem solving process begins in this course. The course is divided into four specific phases of working with the client population. The phases include communication skills necessary for effective interactions with clients, assessment, contracting, implementation, and termination.

The beginning phase of assessment includes relationship building, information gathering and problem identification. The middle phase includes contracting and plan implementation with clients as well as monitoring, evaluating and documenting progress toward treatment plan goals. Termination, the final phase of the process revolves around determining when the client no longer needs service as well as unplanned termination.

There is a continued emphasis on the examination of values and working with ethnic minorities of color, women, and other at-risk-populations. Students are in their first semester of field placement, and some assignments and class discussion revolve around their relationships with the organization as well as the client.

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td>2 - Apply social work principles to guide professional practice</td>
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<tr>
<td>3 - Apply Critical thinking to inform and communicate professional judgments</td>
</tr>
<tr>
<td>9 - Respond to contexts that shape practice</td>
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</tbody>
</table>

II. A Benchmarks

*A. Biopsychosocial assessment* (Benchmark Assignment)
II. LEARNING OUTCOMES:
BY THE END OF THIS COURSE STUDENTS WILL BE ABLE TO:

• Demonstrate integrity, honesty and an ability to communicate the principles of the profession. (Competency 2A)
• Employ values clarification as a process regarding use of self in their profession (Competency 2 A)
• Recognize personal values assumptions and biases and not impose those views on clients (Competency 2 A; B)
• Illustrate effective use of social work supervision (Competency 2C)
• Recognize competing ethics and utilize decision making steps to address ethical dilemmas Competency (2D)
• Describe the unique roles and Services that social workers provide (Competency 2D)
• 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 2D; E)
• Demonstrate the use of critical thinking skills in their approach to psychosocial assessment and intervention (Competency 3A;B)
• Utilize the planned change model (GIM) when working with client system (Competency 3 B)
• Utilize a wide range of recording formats to document case (client) activity which is appropriate and clearly articulated (Competency 3 C)
• Employ effective oral and written language skills to their professional communications (Competency 3 C)
• Utilize a wide range of recording formats to document case (client activity which is appropriate and clearly articulated (Competency 3C)
• Apply practice models and change strategies used by social workers (Competency 9A)
• Identify opportunities and implement strategies to advocate for clients (Competency 9B)

III. PERFORMANCE CRITERIA

Through written assignments, small group projects, and class participation, the student will be expected to meet the knowledge and skill objectives outlined in II above.

IV. TEXT AND REQUIRED MATERIALS


V. **Organization of the Course**

The individual and family sequence is taught in an experiential mode to enable the student to learn first-hand the dynamics involved in working with this population. A variety of structured exercises and lectures are used to introduce theory, and to provide a basis upon which students begin interacting with their client population. Students are encouraged to take responsibility for their own learning needs, and to provide the instructor with feedback regarding these needs.

VI. **Role of the Student and Instructor**

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

VII. **Grading Policy**

Students may pass the course with a grade of D but must maintain [achieve] a C (2.0) average during the junior and senior years. (*See Undergraduate Bulletin, Wayne State University, p.317*).

<table>
<thead>
<tr>
<th>Grade distribution range</th>
<th>100-95 A</th>
<th>94 - 90 A-</th>
<th>89 - 87 B+</th>
<th>86-83 B</th>
<th>82 - 80 B-</th>
</tr>
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<tbody>
<tr>
<td>100-95 A</td>
<td>94 - 90 A-</td>
<td>89 - 87 B+</td>
<td>86-83 B</td>
<td>82 - 80 B-</td>
<td></td>
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<tr>
<td>79 -77 C+</td>
<td>76 - 73 C</td>
<td>72 - 69 C-</td>
<td>68-65 D+</td>
<td>64 - 60 D</td>
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</table>

There will be four assignments for the course:
- Bio-psycho-social 45%
- Final exam 15%
- On line assignment 10%
- Process Recording 30%
- Video Recording (ungraded)

**Course Outline**

<table>
<thead>
<tr>
<th>Topic/Activity</th>
<th>Readings</th>
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3
<table>
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<tr>
<th>Week 1</th>
<th>For week 2 read:</th>
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<tbody>
<tr>
<td>Review of the course expectations and syllabus. Lecture related to generalist practice and work with individuals and families. being empathic, being open, being real, having high internality, being an experiencer of life, having good emotional health being an alliance builder, being competent. Practice: Rating characteristics, Are you empathic? How open are you? Keeping secrets Locus of control and Locus of Responsibility, Allowing yourself to experience ways of attaining and maintaining emotional health Building alliances with others Competence, rating personal characteristics</td>
<td>Neukrug characteristics of the effective helper. pp 3-16 Neukrug Helping skills Stages of the helping relationship Chapter 3 pp31-51. Kirst Ashman Engagement and assessment in generalist practice Chapter 5</td>
</tr>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Reading(s)For week 3</th>
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<tbody>
<tr>
<td>engagement and assessment (process) Greeting the client; orienting the client to the helping process; discussing Agency Services and client expectations. Practice: Practice: pre-interview process, reality versus ideal skills and attitudes Demonstrating attending skills</td>
<td>Chapter 6 Planning in Generalist Practice Introduction to Generalist Practice pp189-217</td>
</tr>
</tbody>
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<tr>
<th>Week 3</th>
<th>Reading(s)for week 4</th>
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<tbody>
<tr>
<td>Steps in the planning process/ Identify problems and translate into related needs Specify goals and objectives. Develop a contract.</td>
<td>Read Chapter 7 Implementation applications in Introduction to Generalist Practice pp216-253 Neukrug Information gathering chapter 6 pp81-109)</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Reading(s) for Week 5</th>
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</thead>
<tbody>
<tr>
<td>Child maltreatment, Crisis Intervention, Practice with Populations-at-Risk and Alcohol and other substance abuse and other issues</td>
<td>Chapter 2 Micro Practice Skills: Working with Individuals pp.44-80</td>
</tr>
<tr>
<td>Week</td>
<td>Activity and Topics</td>
</tr>
<tr>
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<tr>
<td>5</td>
<td>Practice Develop baseline data on level of client functioning. Review Process Recordings. Helper centered skills asking appropriate questions, contrasting open and closed questions with empathic responding. Conducting a structured interview asking effective questions. <strong>Module 5 UIA Nondirective Techniques for informed decision making</strong></td>
</tr>
<tr>
<td>6</td>
<td>Review baseline data, has intervention worked? (determine measurement tool to be utilized for evaluation of effectiveness of practice. Explore address and practice termination session. Follow-up small group discussion regarding reasons for follow-up. <strong>Chapter 8 Evaluation, Termination and follow-up in generalist practice. Pp 295-339</strong></td>
</tr>
<tr>
<td>7</td>
<td>Family Assessment; Family conflicts, problems, and their resolutions; enhancing cultural competency. Practice: Genograms, eco-maps- sociograms <strong>Chapter 9 Understanding Families pp345-376</strong></td>
</tr>
<tr>
<td>9</td>
<td>NASW Code of Ethics; conceptualizing and Addressing and ethical dilemma, ranking ethical principles; discussion and resolution of ethical dilemmas. Practice: Vignette <strong>Chapter 11 values ethics and resolution of ethical dilemmas pp 415-455</strong></td>
</tr>
</tbody>
</table>
Week 10
Gender sensitivity; women and the generalist intervention model. A feminist perspective on micro, mezzo, and macro aspects of generalist practice; a definition of feminism; The feminization of poverty empowering women: common problems.
The ethically Astute Cross-Cultural Helper Counseling Gay men and Lesbians, counseling individuals from different ethnic and racial groups, counseling individuals from diverse religious backgrounds.
Practice: Ethnographic interviewing.

Chapter 13 Gender sensitive social work practice pp 424-459
Neukrug chapter 9 Multicultural Counseling pp134-157)

Week 11
Cross-cultural simulation in class (Bafa/Bafa)

Week 12
Definition of brokering; the effective broker; case management.
Practice: Discussion of purchase of service agencies.

Chapter 15 Brokering and case management pp486-509

Week 13
The importance of writing in social work; What is a record; Recording formats; technological advances; Writing skills and Recording.
Practice: Develop “Dummy folder”

Chapter 16 Recording in Generalist Social Work Practice pp599-650

Week 14
Evaluation of practice skills self review and provide feedback review from partner, and class.

Week 15
Examining the parallel processes in the termination and evaluation phase, including class, field placement and faculty.

POSSIBLE ASSIGNMENTS

Assignment I: Plan of change (45 points)
This assignment is developmental. Part A of the assignment provides an overview of the client related to environmental and systemic impact on the functioning of the client. Part B will require the client and you to develop a plan of change based upon presenting issues as
well as covert issues which, if alleviated, can lead to a more satisfactory level of functioning.

*A. Biopsychosocial assessment* Due (Benchmark Assignment)

**B. Goal Setting** Due

The two parts of this paper will be handed in separately. The bio-psycho-social assessment must be completed as delineated below.

For a complete case file, the client’s past history and present situation must be investigated (Woodside et al 2003). A bio-psycho-social assessment provides information about the way an individual experiences problems, past problem-solving behaviors, developmental stages, and interpersonal relationships. This assignment is designed to assist you in developing your writing skill, your interviewing techniques as well as your ability to ask effective questions.

You are to complete a social history of one of your clients within the Agency in which you are placed. You must use a pseudonym and identify it is a pseudonym.

**History to include:**

**Presenting Problem:** Describe issue that the client says is the problem. Include any precipitating factors and how long the problem has been present.

**Family of Origin History:**
Include: age of parents at client’s birth; parent’s marital status at birth of identified client; names, ages, occupations, marital status of siblings; were pregnancies planned or accidental; if parents divorced or separated reasons for that; if parents not living age of death and cause; current age of parents; atmosphere in home while client was growing up; how holidays were celebrated; educational level of parents and siblings; health of parents and siblings; if any siblings not alive, cause of death; explore how the concept of death was handled in the family; any physical or sexual abuse; any other factors that client believes it is important for social worker to know.

**Developmental History:**
Include: length of pregnancy at birth of client; birth weight; any issues present at birth; vaginal delivery or C-section; breast or bottle fed; any feeding issues; age weaned; developmental milestones (e.g. age walked, talked, potty trained, etc); were they ever told they had any developmental delays or were advanced developmentally.

**Health History:**
Include: health at birth; childhood illnesses; childhood surgeries; chronic illnesses; accidents; broken bones; adult illnesses; adult surgeries; weight issues; family illnesses; if female, age at first menses.

**Relationship/Sexual History**
Include: information about childhood friendships; current friendships; duration of friendships; age began dating; sexual orientation; age of first sexual experience; ability to enjoy sexuality/have orgasms; current sexual relationship(s); birth control/protection; any sexually transmitted diseases (should also be listed under health history); age at marriage if married;
reason for marriage; divorces; reasons for any divorces; committed relationships; breakups in committed relationships; reasons for breakups; pregnancies; delivered; abortions; were pregnancies planned or accidental; if planned, reason client wanted child; adoptions; babies given up for adoption; foster children.

**Family of Creation History**
Include: Committed relationships; age of partner(s) at commitment; names and ages of children; relationship with husband/partner; relationship with children; education levels of partner and children; marital history of children; any abuse in relationships; current relationship with children; current relationship with partner, if any.

**Religious History**
Include: Religion/spirituality in family of origin; importance of religion/spirituality in family of origin; history of religious involvement; current religion/spirituality; any issues with religion/spirituality.

**Educational History**
Include: information about primary education; secondary education; any special services received; degrees/honors received; any desire for further education; beliefs about own intelligence.

**Employment History**
Include: chores client had at home; all employment which client can remember; information about the employment; did client enjoy job; why did client change jobs; level of income; is level of income consistent with training.

**Strengths**
Include: strengths identified by client; talents; skills; support systems.

**Section B - Problem Resolution Plan**
This includes developing a problem statement, developing a goal for the identified change, objectives (which are measurable) must also be developed. You must also include time lines in this section and a means by which you evaluate the objectives.
You are to discuss this section as a continuation of Part A. Part A must accompany Part B as a unified document.

**Note:**
Part A will have been returned to you with comments prior to due date for Part B.

**Process Recording Paper: 30 (15 each)**

During the course of the semester, the student will be responsible for submitting two process recordings. One of the recordings will be related to individual intervention and the other to family intervention.

The individual process recording is a comparative analysis of your skills over the last semester. This process recording requires the student to demonstrate knowledge, concepts and skills.
learned over two semesters. Students are to utilize a process recording completed in SW 3010 and compare it to the one completed this semester. Comparisons will occur on the following dimensions:

- Ability to record accurately the verbal and non-verbal interaction between you and the client (customer).
- Ability to recognize, understand and verbalize in writing your feelings and reactions to the situation, person(s), and environment.
- Ability to analyze the interaction in terms of what was happening during the interaction. Your ability to obtain information from the client (consumer) via appropriate interviewing techniques, ability to be empathetic, your use of open and closed queries.

Outline:
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 (3020), 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 the client
C. Marital status of the client
D. Occupation of the client
E. Number of times you have seen client prior to this interview
F. Goals for the interview
G. Anything that would assist me in understanding the situation.

In the body of the process recording:

A. Dialogue needs 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 in a particular response.
   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.
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: General questions are not acceptable they must be specific questions and they must have depth).

Ungraded Assignment:
Video Taping.

Each student will make a video recording of an interview with another student. You are to use the highest skill level that you can and as many skills (empathic responding, furthering, summarizing, paraphrasing, problem solving, assertiveness, etc.) as you can during the interview.

On the planned dates for viewing the videos, you are to bring your video to school.

You will present the video to the class and then evaluate your skill level yourself. You will then ask for feedback on your skills from your client (classmate). Next you will ask the class for feedback and last you will ask your instructor for feedback.

Feedback/evaluation should address both strengths and skills that still need some practice. Please be specific when giving feedback. It is not helpful to use statements like “You did a really good job.” It is more useful to say “When you used empathic responding, she really opened up about her feelings.” Or “I like the way you used hand gestures to illustrate your point.” Or “I think it would be useful for you to work more on your summarizing skills.”

On Line Assignment III. Video review

This assignment has a point value of 10. You will receive 7 points for part one of the assignment, and 1 point for each response. You are to view and analyze the film “Prince of Tides”. You are to assign the role of social worker to the main character of the film.

Apply the code of ethics to the behavior of the main character.
Post a message on the blackboard message board identifying and addressing the ethical issues in the movie.

Be specific about what codes have been violated, if any.
Identify what your ethical responsibility would be. (this section has a point value of 7).
You are then to read the messages that other students have posted and respond to at least three (3) of them. This section has a point value of three (3), one point for each response.

Review and analyze the Movie “Crash”

Students must address issues of fair and unfair treatment of others. The class should be divided into groups. Each group is to respond to different ethnic characters portrayed within the movie discussing the treatment received by groups different from themselves. You must explain the significance of the treatment as it relates to populations at risk, as well as transactions between group members. Each group is to post their responses on blackboard and all other groups must react to the information presented. Is there an issue of social justice in this movie? Is there an issue of unfair treatment of women, the poor, the elderly?

COMPETENCY 2: Apply social work principles to guide professional practice

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>A. Recognize and manage personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td>B. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable of the international Federation of Social Workers, International Association of Social Work Ethics in Social Work, Statement of Principles</td>
</tr>
<tr>
<td>C. Tolerate ambiguity in resolving ethical conflicts</td>
</tr>
<tr>
<td>D. Apply strategies of ethical reasoning to arrive at principled decisions</td>
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<table>
<thead>
<tr>
<th>Knowledge</th>
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</thead>
<tbody>
<tr>
<td>A. How professional conduct is shaped by social work’s commitment to the inherent values</td>
</tr>
<tr>
<td>B. The NASW Code of Ethics, as well as the international code of Ethics</td>
</tr>
<tr>
<td>C. The inherent values of the social work profession and how they are imbedded in ethical standards</td>
</tr>
<tr>
<td>D. The value conflicts and ethical dilemmas experienced by social workers</td>
</tr>
<tr>
<td>E. The understanding of the structural impact on client transaction with various systems</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assignments</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 3020</td>
<td>Students will conduct a bio-psycho-social assessment with client systems to identify problems resolution and develop goals for change and which reflect self-determination and beneficence</td>
<td>85% of students will receive maximum points</td>
</tr>
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</table>

Competency 3 Apply Critical thinking to inform and communicate professional judgments

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td>A. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom</td>
</tr>
<tr>
<td>B. Analyze models of assessment, prevention, intervention and evaluation</td>
</tr>
<tr>
<td>C. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
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</tbody>
</table>
Knowledge
A. research-based findings
B. Meeting clients where they are while learning listening skills, observation, and empathetic responses
C. How to communicate in writing and orally with client groups

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</thead>
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<tr>
<td>SW 3020</td>
<td></td>
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</tr>
<tr>
<td>A. Demonstrate the use of critical thinking skills in their approach to psychosocial assessment and intervention</td>
<td>Students will conduct a bio-psych-social assessment and write a paper (part A) to assess the inter-relationship of the environment and the various systems with the client interacts</td>
<td>85% of students will receive maximum points</td>
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<tr>
<td>B. employ effective oral and written language skills to their professional communications</td>
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<tr>
<td>C. Utilize a wide range of recording formats to document case (client activity which is appropriate and clearly articulated)</td>
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Competency 9 : Respond to contexts that shape practice

Practice Behaviors:
A. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
B. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Knowledge:
A. Present-day and innovative practices and policies concerning social issues and problems as they pertain to:
   A. micro level systems (individuals and families)
   A. Mezzo level systems (therapeutic and task groups)
   A. Macro level systems (organizations and communities, as well as societal and cultural implications)
B. Students must also have knowledge in problem-solving as it relates to various systems

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</tr>
</thead>
<tbody>
<tr>
<td>SW 3020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Apply practice models and change strategies used by social workers</td>
<td>(micro) students will conduct a bio-psych-social assessment related to environmental and systemic impacts on client functioning (SECTION A)</td>
<td>85% of students will receive maximum points</td>
</tr>
</tbody>
</table>
Selected Bibliography


Longman.


Grove,


Goldstein, H. Getting started where the client is *Social Casework*, 64(5), 267-275.

Grobman, L.M. (Ed.)  (2002). *The field placement survival guide: What you need to know to get the most from your social work practicum* (Best of the New Social Worker, 2).

Harrisburg, Pennsylvania: White Hat Communications.

Grobman, L.M. (Ed.)  (2005). *Days in the lives of social workers: 54 professionals tell "Real-


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Poulan, J. (2002). *Collaborative social work: Strengths based generalist practice*. Itasca, IL:


Boston, MA: Allyn and Bacon.


Websites

Association of Baccalaureate Social Work Program Directors at: [http://www.rit.edu/~694/bpd](http://www.rit.edu/~694/bpd)


Cultural Competence: [http://www.air-dc/cecp/cultural/default.htm](http://www.air-dc/cecp/cultural/default.htm)

Council on Social Work Education: [http://www.cswe.org](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](http://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](http://reckonings.net/human_rights_social_economic_justice.htm)

National Association of Social Workers: [http://www.naswdc.org](http://www.naswdc.org)

National Black Child Development Institute: [http://www.nbcdi.org](http://www.nbcdi.org)

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

Strengths Based Services International: [http://www.empowerkids.org](http://www.empowerkids.org)

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

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