

WAYNE STATE UNIVERSITY

SCHOOL OF SOCIAL WORK

MASTER SYLLABUS SW3020 PRACTICE METHODS II

9/23/2011

Welcome	
Dates: Beginning	Ending
SW 3020 PRACTICE METHODS II	
(3 credit hours)	
Faculty: Introduction (video podcast)	
Contact Policy: Preferred Method:	
Prerequisites/Required Materials/Textbook(s)	
Bookstore: http://wayne.bkstore.com	
Basic Technology Requirements: <ol style="list-style-type: none">1. You must be familiar with Blackboard. Orientation to Blackboard can be accessed at http://computing.wayne.edu2. You must have access to a computer that connects to the internet. The course materials are only accessible online by logging in to http://blackboard.wsu.edu - If you do not own a computer, the computer labs on campus will be open during this semester3. You will need a recent version of MS Word (2003 or 2007) and must be familiar with using Power Point to review lecture material4. While you are enrolled in this course you will need access to:<ul style="list-style-type: none">✓ A reliable internet connection✓ An e-mail account✓ Access to MS Office 2000, specifically; Word, and or PowerPoint.	
You must check your e-mail account regularly throughout the semester. Official announcements will be made by e-mail, and on the course Web site	
Hardware/Software Connection:	
To ensure you have a successful experience with Blackboard, C&IT recommends using a high-speed/broadband internet connection (Cable, DSL, or wireless) when accessing Blackboard off campus	
Technical Assistance: Computer and Information Technology	
http://computing.wayne.edu/	
Help Desk: (313) 577-4778	
Email: bbadmin@wayne.edu	

Online Office Location:
Online Office Hours: Monday

WSU Library: <http://www.lib.wayne.edu/>

Course Management Considerations

1. Time management is a key element in successfully completing this course.
2. Please do not hesitate to contact me when you are experiencing problems.
3. Remember it is important to be courteous to your fellow classmates. It is absolutely ok to disagree to disagree with posts however, put downs are unacceptable.
4. You are in charge of your learning, make your efforts count.

Be aware there may be technical glitches. Stay calm and contact the call center via E-mail at <http://computing.wayne.edu/>

Course Requirements

- Read the assigned readings
- Engage in positive and meaningful dialog with classmates concerning the topic being discussed
- Answer discussion questions and present reasoning behind answers given to other questions
- Log onto the course at least 5 days per week and demonstrate presence through posting and interaction
- Complete all required postings and assignments

Student Code of Conduct:

Please visit <Http://www.doso.wayne.edu/codeofconduct.pdf>

Educational Accessibility Services (EAS)

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss you specific needs.

A. 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.

COMPETENCIES

- 2 - Apply social work principles to guide professional practice
- 3 - Apply Critical thinking to inform and communicate professional judgments
- 9 - Respond to contexts that shape practice

Benchmarks:

Articulate the ethical principles of the NASW Code of Ethics 3020 (values paper)

Demonstrate integrity, honesty and an ability to communicate the principles of the profession (video)

Learning Outcomes:

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

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)

Texts

Kirst-Ashman, Karen K., & Hull, Grafton H., (2012). *Understanding Generalist Practice 6th ed.* Chicago, IL: Nelson Hall.

Neukrug, Ed. (2002). *Skills and techniques for human service professionals: Counseling environment, helping skills, treatment issues.* Pacific Grove CA: Brooks/Cole.

Organization of the Course

ORGANIZATION OF THE COURSE

The individual and family sequence is taught in an experiential mode to enable the student to learn firsthand 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.

Role of Instructor

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

The instructor shall adhere to the requirements set forth in the Wayne State University state regarding teaching responsibilities.

Performance Criteria

Student Responsibility/ and course policy:

Student achievement of the knowledge and skill objectives is assessed via quizzes, which include multiple choice, true false and short answers. A written assessment of the historical trends of a particular social welfare policy, including the various definitions of the problem over time.

COURSE POLICIES:

assignment Policy:

Assignments must be submitted no later than 11:59 p.m. on the due date.

All late weekly assignments will be downgraded by 5 points.

Late papers (those not turned in on assigned day), will be downgraded by one grade, i.e. if the paper is deemed to be an A paper, it will be given a B due to lateness. Each rewrite of a paper will be downgraded by five points. A zero will be factored in for missing work.

Students are expected to complete all readings, participate in class via online discussions, and perform satisfactorily on assignments and examinations. The instructor shall be notified of unavoidable issues in advance which may (will) prevent compliance with assignment due date. Unless there are serious extenuating circumstances, a student will not be able to earn an A for the course with more than two sessions of non-participation a B with more than four sessions of non-participation, or a C with more than five sessions of non-participation.

PLAGIARISM/ACADEMIC HONESTY:

“Plagiarism is using another person’s words or ideas without giving credit to the other person. When you use someone else’s words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note.”

Plagiarism, Cheating: See WSU References:
http://www.otl.wayne.edu/pdf/2006_july_aibrochure.
<http://www.doso.wayne.edu/codeofconduct.pdf>

(William Harris, “Anti-Plagiarism Strategies for Research Papers,” <http://virtualsalt.com/antiplag.htm>, March 7, 2002)

You must cite sources from the Internet or any other form of electronic media used in your work. Any paper suspected of plagiarism will be reviewed at Turnitin.com to verify that it is your work and properly cited.

Any paper that is plagiarized will result in an “F” for the class and a referral to the University for further Disciplinary Action.

APA FORMAT

All papers written in the School of Social Work require APA format. You may purchase the Publication Manual of the American Psychological Association (6th edition), or you may visit the website listed below

<http://owl.english.purdue.edu/owl/resource/560/01/>

WIKIPEDIA WILL NOT BE ACCEPTED AS A RELIABLE SOURCE

What is Wikipedia?

“Wikipedia is a free-content encyclopedia, written collaboratively by people from all around the world. The site is a wiki, which means that *anyone* can edit entries simply by clicking on the *edit this page* link.”

“Because Wikipedia is an ongoing work to which anybody can contribute, it differs from a paper-based reference source in some important ways. In particular, mature articles tend to be more comprehensive and balanced, while other (often fledgling) articles may still contain significant misinformation, un-encyclopedic content or vandalism. Users need to be aware of this in order to obtain valid information and avoid misinformation which has been recently added and not yet removed.”

Class Participation/Attendance:

Student participation is important to the success of any class. You will note that there are **Discussion Questions** listed on the syllabus. discussion questions will be posted as a separate thread and responses should be posted within the thread. Responses are evaluated based on content quality. They should reflect familiarity with lecture material and/or the readings and be approximately 200 words. Cite and references you use from readings.

Note: Class participation include raising questions from the readings, making relevant comments drawn from personal experience, reacting to opinions expressed by the instructor and students, asking for clarification, being actively engaged in class exercises, or bringing up issues of general interest to the class.

Course Outline		
Session		Assignments
1	<p>Week 1 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 experience of life, having good emotional health being an alliance builder, being competent. Practice: <u>Rating characteristics</u>, 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</p>	<p>Neukrug characteristics of the effective helper. pp 3-16 Module 5 Understanding Infant Adoption Nondirective Techniques for informed Decision Making</p>
2	<p>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</p>	<p>Kirst Ashman Engagement and assessment in generalist practice Chapter 5 Neukrug Helping skills Stages of the helping relationship Chapter 3 pp31-51.</p>

3	Steps in the planning process/ Identify problems and translate into related needs Specify goals and objectives. Develop a contract.	Chapter 6 Planning in Generalist Practice
4		
5	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.	Neukrug Information gathering chapter 6 pp81-109) Module 5 Understanding Infant Adoption Nondirective Techniques for informed Decision Making
6	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.	Chapter 8 Evaluation, Termination and follow-up in generalist practice. Pp 295-339
7	Family Assesment; Family conflicts, problems, and their resolutions; enhancing cultural competency. Practice: Genograms, eco-maps- sociograms	Chapter 9 Understanding Families pp345-376
8	Family treatment and the planned change process. Strategizing for family intervention Implementation of family intervention Evaluation, Termination, and follow-up Practice Discuss Process Recordings.	Chapter 10 Working with families pp379-413
9	NASW Code of Ethics; conceptualizing and Addressing and ethical dilemma, ranking ethical principles; discussion and resolution of ethical dilemmas. Practice: Vignette	Chapter 11 values ethics and resolution of ethical dilemmas pp 415-455
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)
11	Cross-cultural simulation in class (Bafa/Bafa)	
12	Definition of brokering; the effective	Chapter 15 Brokering and case management

	broker; case management. Practice: Discussion of purchase of service agencies.	pp486-509
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 Practicepp599-650
14	Evaluation of practice skills self review and provide feed-back review from partner, and class.	
15	Final examination Examining the parallel processes in the termination and evaluation phase, including class, field placement and faculty.	

Note: Syllabus may change based on needs of the class

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
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 the in the case study provided.

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.

2. Process Recording Paper:

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

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 or 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 the process recording found online at www.wayne.edu under academic programs (social work) student tab 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).

3. Ethics Competency Engage human rights and social and economic justices (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).

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Video Taping : Ungraded Assignment:
In Class Discussion

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.”

Grading Structure		
Grading rubric may change based on the needs of the class		
Discussion Questions	5 personal response 1 point for response to class mates up 3 responses	
Reflection	5 points (each week)	
Bio-psycho-social	45 points	
Processing recording	5pts each	
Final Exam (Prince of Tides)	35 points	
Video Recording	10 points	
Wimba	5 points per session	
Total		

DISCUSSION QUESTION RUBRIC

Discussion Question Assignment				
Postings: Post your assignment the discussion board by the date it appears in the course calendar the discussion Question rubric will be used to evaluate the assignment				
Evaluation Criteria	Advanced	Proficient	Not yet there	Not there at all
	Clear evidence of critical thinking – application , analysis, synthesis and evaluation. Postings are characterized by clarity of argument, depth of insight into issues, originality of treatment and relevance. Sometimes include unusual insights. Arguments are well supported (5pts)	Beginnings of critical thinking: postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought, tendency to recite facts rather than address issues (2pts)	Poorly developed ideas which do not add to discussion (1pt)	Does not enter the discussion
	Responds to at least 3 classmate’s posting on each of the discussion questions (3pts)	Responds to less than the required # of students (2pts)		Does not enter the discussion (0 points)
	Individual message and responses posted by deadline. Standard English mechanics and grammar is used (2pts)	Noticeable problem with mechanics or late posting (1pt)		No responses posed (0 points)
Maximum points available for each discussion assignment 10				

REFLECTION

<p>Overview:</p> <p>The concept of reflection is fundamental to experiential learning. The past experience is replayed or re-evaluated in terms of new information. This analytic exercise enables you to formulate new knowledge, perspectives, mental models, and ultimately, changes in behavior or action.</p>
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Objectives
<ul style="list-style-type: none"> • Review and reflect on what you have learned • Focus on how you learned
Instructions:
<p>1. Reflect on the following:</p> <ul style="list-style-type: none"> ✓ What did you think about, feel, and visualize while participating in this session? ✓ What attitudes, skills and concepts have you gained from participating in this session? ✓ What did you know before; What did you want to know, and what did you learn this session ✓ What did you learn in this session that you won't forget tomorrow? <p>What was the most significant factor in how you learned?</p>

REFLECTION RUBRIC

Evaluation Criteria	Advanced	Adequate	Not There at all
Evidence of critical thinking	Application, analysis, synthesis and evaluation. Postings are characterized by clarity of argument, depth of insight into issues, originality of treatment and relevance. Sometimes include unusual insights. Arguments are well supported (2 pts)	Some critical thinking is evident. postings tend to provide good general statements related to the content of the session. Assertions are not supported by evidence (1pt)	Poorly developed critical thinking (0 pts)
Ideas	Well developed; shows evidence of reflection and new introduces new ideas when appropriate (2pts)	Poorly developed; shows little reflection (1pt)	Did not complete assignment (0 pts)
Timeliness	Posts on or before deadline (1pt)	Late post (0 pts)	
Each reflection has a point value of 5			

Course Calendar Assignments and Due Dates at a glance

Session 1 Course Begins

Introductions

Response to classmates due

Reflection

Session 2

Read : Chapter 1

Discussion question due

take quiz

Reflection

Session 3

Read:

Discussion question due

Response to classmates due

take quiz

Reflection

Session 4

Read:

Discussion question due

Response to classmates due

take quiz

Reflection

Session 5

Read:

Discussion question due

Response to classmates due

take quiz

Reflection

Session 6

Read:

Discussion question due
Response to classmates due
take quiz
Reflection

Session 7

Read
Discussion question due
Response to classmates due
take quiz
Reflection

Session 8

Read
Discussion question due
Response to classmates due
take quiz
Reflection

Session 9

Read
Discussion question due
Response to classmates due
take quiz
Reflection

Session 10

Read

Discussion question due
Response to classmates due
take quiz
Reflection

Session 11

Read
Discussion question due
Response to classmates due
take quiz
Reflection

Session 12

Read
Discussion question due
Response to classmates due
take quiz
Reflection

Session 13

Read
Discussion question due
Response to classmates due
take quiz
Reflection

Session 14

Read

Discussion question due

Response to classmates due

take quiz

Reflection

Session 15

Student evaluation of teaching

Wrap-up

Selected Bibliography

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