

**SOWO 4060- Social Work Practice Methods I****Summer 2004****Instructor: Angie Colvin Burke****Office: 7016 Haley Center****Phone: 844-2834 Email: [burquad@auburn.edu](mailto:burquad@auburn.edu) Office Hours: T/Th9-11****Course Description**

Social Work (SOWO) 4060 is the first of three sequential practice methods courses designed to prepare students for beginning generalist practice. This course introduces students to the knowledge, values, and skills employed by professional social workers in their work with individuals.

This course will integrate systems theory, problem solving methods, and the strengths perspective throughout the phases of the helping process special attention will be given to cross-cultural practice and to working with individuals from at-risk populations.

This course builds on knowledge from the two social work prerequisite courses: SOWO 2000, Introduction to Social Work, and SOWO 3910, Social Work Practicum. SOWO 4060, Practice Methods I also builds a foundation for the SOWO development of generalist practice skills with group.

**Course Objectives**

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

- 1. Identify components of generalist practice and develop an assessment and intervention plan which reflects such.**
- 2. Demonstrate knowledge of social work values and NASW code of ethics, and integrate these in Interpersonal helping skill practice and utilization.**
- 3. Read, critique and apply research articles from social work literature to match interventions to specific client needs.**
- 4. Identify barriers and conduits in cross-cultural practice and evaluate personal cultural framework.**
- 5. Identify and apply components of the problem solving approach, the strengths perspective, and systems theory to practice with individuals.**

**Required Texts**

Text: Miley, K. , O'Melia, M. and DuBois, B. 2004. Generalist Social Work Practice: An Empowering Approach . Boston, MA: Allyn and Bacon.

Supplemental Reading: Fadiman, A. (1997). The Spirit Catches You and You Fall Down. New York: Farrar, Straus, and Giroux.

## **Course Requirements**

**Attendance**- Students are required to attend all classes. Each student is allowed 1 un-excused absence for the semester. Each additional unexcused absence will result in loss of 5 points from the final course grade.

**Participation**- Students are required to be active participants in assigned readings, class discussion, roleplays, videotaping and service learning. The mutual demonstration of respect is essential for this course and, as such, is included in class participation points towards your final grade. The late submission of an assignment will result in at least 10% off the final assignment grade.

The videotaping assignment will require a total of 5-6 hours of outside class time.

**Students with Disabilities**- **Any student requiring special accommodations please notify the Instructor as soon as possible.**

## **Course Assignments**

### **Assignment 1: Assessment/ Intervention Paper**

#### **Description:**

Two primary tasks for generalist practitioners is to develop a complete, accurate assessment and to then utilize assessment information and research to develop an intervention plan which best fits the client's strengths and needs. This paper has two parts. Part one involves the completion of a multidimensional assessment on an identified individual. Part two involves the selection of an intervention model or theoretical framework that seems most congruent with your client's needs.

#### **Learning Objectives:**

1. Students will demonstrate effective utilization of key assessment skills: gathering information, analyzing information, and drawing conclusions.
2. Students will demonstrate critical thinking skills by reviewing professional social work literature, comparing and contrasting various interventions, and selecting an intervention which best matches their assessed clients strengths and needs.
3. Students will write an Assessment/Intervention paper which reflects strong professional written communication skills.

#### **Directions:**

##### **Part 1: Assessment**

Complete a written assessment of the case provided following the format provided below. The format for a multidimensional assessment is adapted from Hepworth and Larsen's Direct Social

## Work Practice Methods.

### **Outline for Multidimensional Assessment**

#### A. Presenting Problem

...manifestation of problem, persons and systems involved in the problem, severity of the problem, meaning, ascribed to the problem, location, frequency, duration, onset, precipitating events

#### B. Intra personal Systems

...biophysical functioning, physical characteristics and presentation, physical health, drug use and/or abuse, psychiatric diagnoses, cognitive/perceptual functioning, intellectual functioning, judgement, reality testing, cognitive flexibility, values, self-concept, emotional functioning emotional control, affect, behavioral functioning, cultural factors, resources, motivation.

#### C. Interpersonal Systems

...family, identified family members, involved family members, marital status, family structure (boundaries, alliances, power, communication patterns), perception of problem, impacted by the problem, work, experiences, strengths, needs, school, experiences, strengths, needs, social support peers, quantity and quality

#### D. Environmental systems

...health and safety factors, resources utilized, resources needed...

### **Part 2: Intervention Model/Approach**

1. Review professional (social work and/or related) literature to identify 2 Intervention models which might relate to your client's primary identified issue(s)
2. A minimum of 2 professional references must be used and cited on a reference page.
3. Select the most appropriate, based on your assessment. Identify the theoretical underpinnings. Then, discuss your rationale for the selection. The selected model should be most congruent with effectively addressing your client's specific strengths and needs.
4. Develop an initial plan with your client based on the chosen model.
5. Prepare a 10-15 minute class presentation which illustrates your selection and initial plan.

#### Additional Directions for preparing your paper...

1. Paper should be typed.
2. References and citations should be in APA (American Psychological Association) format. See the *Publication Manual of the American Psychological Association*, 4<sup>th</sup> edition., Washington, DC
3. Your paper will be graded based on the following components:
  - following directions
  - clarity, organization

- thoroughness, accuracy
- incorporation of class and text concepts
- consistency with social work values and ethics
- neatness
- timeliness

4. This assignment is worth a total of 20% towards your final grade.

## **Assignment 2: Videotaped Demonstration of Skills**

### Description

The videotaped demonstration of skills allows students and the Instructor the opportunity to view the interview practice prior to evaluation of student performance.

### Learning Objectives

1. Students will demonstrate a practical understanding of the problem-solving process, collaborative model and the strengths perspective during a worker-client role play.
2. Students will model the incorporation of social work values while developing a helping relationship in a mock initial interview.
3. Students will demonstrate an ability to evaluate videotaped interview, provide developmental feedback for peer and self, and receive developmental feedback.

### Directions

- 1) Students will be placed in groups of three or four. Roles (social worker/client/observer) are to be rotated so that each student has the opportunity to function in each role.
- 2) Each student is responsible for bringing their own videotape.
- 3) Each interview session should be 8-10 minutes. You will be penalized if you are outside of these time constraints.
- 4) As the social worker, students are to demonstrate the exploration, assessment and planning phase of the helping process.
- 5) Each video group will meet to review their 3 or 4 videotapes. The review process involves small group discussion of strengths and needs for each student.

### Evaluation

You will be graded on :

- (a) the degree to which you blend skills and techniques to successfully complete your 3 tasks, and
- (b) the degree to which you can accurately evaluate your practice to identify strengths and needs observed during the viewing process.

The assignment is worth 10% of your final grade.

### **Assignment 3: Book Review- The Spirit Catches You and You Fall Down**

#### Description

Students will read and complete a book review which explores professional and cultural competence, spirituality and health, social work values and ethics, and generalist practice approaches which address the strengths and needs of a young child with a chronic illness.

#### Learning Objectives

1. Students will gain knowledge related to a unique cultural group, including but not limited to : the roles of spirituality, language, and the meaning of self in relation to family and community.
2. Student will demonstrate an ability to compare and contrast effective and ineffective cross-cultural interventions.

#### Directions

1. Identify 2 systems (individuals, families, groups, organizations) which you would assess as culturally insensitive or ineffective. Provide specific examples related to their interactions with or on behalf of the Lia and her family to support your choices. Discuss the action(s) or behavior(s) and the outcome.
2. Identify 2 systems (individuals, families, groups, organizations) which you would assess as culturally sensitive or effective. Provide specific examples of their interactions with or on behalf of Lia and her family to support your choices. Discuss the action(s) or behavior(s) and the outcome.
3. Based on your current degree of cultural competence, Which professional seemed most similar to your own understanding and appreciation for Lia's culture ? Explain your answer.
4. Using the strengths perspective, list as many of Lia's strengths as possible. Be specific. (For example, what specifics related to her family are strengths ???)
5. What social work interventions were helpful ? Provide a rationale for each.

#### Evaluation

Integration of course concepts, thoroughness, clarity, organization, neatness, and timeliness.

### **Assignment #3: Service Learning and Applying Direct Practice Skills**

This will involve students participating in 10 volunteer hours with a specific identified community member, during weeks 5-9 of this semester. A more detailed description of this assignment will be provided by the end of week 2.

## **Grading**

Exam #1.....	20%
Exam #2.....	20%
Assessment/Intervention Paper.....	20%
Videotaped Demonstration of Skills.....	10%
Book Review.....	10%
Class Participation.....	10%
Service Learning Assignment .....	10%
Total.....	100%

### Grading Scale

A=90-100

B=80-89

C=70-79

D=60-69

F=<60

Additional grading information:

### Exams

**At least 40-60% of each exam will be essay format.** Specificity, clarity, organization, and application and appropriate integration of social work knowledge is critical for successful outcomes in this area.

### Class Participation

Class participation include attendance, completed homework, purposeful involvement in role plays, participation in class activities, and demonstration of respect to fellow classmates. Also included is the demonstration of professional work skills. The Instructor will be happy to discuss your class participation point status by appointment.

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Course Outline- Spring 2003

Date	Unit/Focus	Assignments due/ Required Reading
Unit 1	Welcome Review Syllabus	Read syllabus
	<p><b>Generalist Strengths- Based Social Work</b></p> <p>a)Defining Social Work: Mission, Purposes, Knowledge, Base, Values and Skills</p> <p>b)Generalist Practice</p> <p>c)Strengths Perspective</p> <p>d)Systems Theory</p>	<p>-text-chapter 1, Generalist Social Work Practice</p> <p>-text, chapter 2, The Ecosystems Perspective</p>
Unit 2	<p><b>*Valuing Clients; Social work Values and Ethics</b></p> <p>a)Clients: the experience and the process</p> <p>b)Personal Values and Professional Values</p> <p>c)Social Work Values</p>	<p>-text, chapter 3, Values and the Multicultural Experience</p> <p>-text, chapter 4, Strengths and Empowerment</p>
	<p>d) Social Work Values(continued)</p> <p>e) NASW Code of Ethics</p> <p>f) Legal Obligations of the Helping Profession</p>	
Unit 3	<p><b>*Interviewing and Types of Interviews</b></p> <p><b>*The Helping Relationship</b></p> <p>a)Characteristics of a Professional Helping Relationship</p> <p>b) Core Conditions of Helping</p> <p>c) Necessary Tasks for the Helping Relationship- collaboration, empowerment, evaluation</p>	<p>-text, chapter 5, An Empowering Approach to Generalist Practice</p> <p>-text, chapter 6, Forming Partnerships</p>
	<p>d) Phases of the Helping Process</p> <p>e) Problem- Solving Approach</p>	<b>Exam #1</b>
Unit 4	<p><b>Engaging and joining(establishing and maintaining rapport)</b></p>	<p>-text, chapter 7 and 8, Articulating Situations, and Defining Directions</p>

Unit 5	<b>IHS-Interpersonal Helping Skills</b> -attending-reflections-information giving-concreteness-questions- summarizations	
	IHS(continued)	
Unit 6	<b>Assessment</b>	<b>*Book Review</b> -text, chapter9 and 10, Identifying Strengths, and , Exploring Resource Capabilities
	Skill Practice: Assessment	
Unit 7	<b>Goal Development and Attainment</b> -Goals, Objectives/steps	-text, chapter 11, Framing Solutions
Unit 8	<b>*Video-taping</b>	<b>*Video-taping</b>
	<b>*Video Review</b>	<b>* Video Review</b>
Unit 9	<b>Intervention</b> -Types of interventions -Intervention strategies, model and theories -crisis intervention -task-centered approach -cognitive re-structuring -client centered therapy -behavior therapy	-text, chapter 12,13,15 -Activating resources, Creating Alliances, Recognizing Success
	Intervention(continued)	<b>Exam #2</b>
	Intervention(continued)	
	Skill Practice with specific populations -persons who are economically disadvantaged -persons who are mentally ill -persons of color -persons who are gay and lesbian -persons who are older -persons in abusive relationships persons with HIV	
	Termination	-text, chapter 16, Integrating Gains
	Termination	
Unit 10	Guest Speaker: Interventions	<b>*Assessment/Intervention Paper</b>

	Guest Speaker: Interventions	
	Last day of class	<b>*Completion of Service Learning Assignment</b>

**\*\*The Instructor reserves the right to modify this course outline and/or syllabus as needed for optimal success in meeting the course objectives.**