

**WAYNE STATE
UNIVERSITY**

SCHOOL OF SOCIAL WORK

MASTER SYLLABUS

SW 3010 PRACTICE METHODS I (3 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” through self awareness as a means to better understand the impact on delivery of client services.

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

II SPECIFIC KNOWLEDGE AND SKILL OBJECTIVES:

KNOWLEDGE:

- A. Gain knowledge of generalist social work practice.
- B. Gain knowledge of systems approach as a framework for how social work looks at problems
- C. Recognize the role diversity plays in human relationships.
- D. Gain knowledge of the profession’s code of ethics.

- E. Gain knowledge and consideration of human diversity in social work practice.
- F. Gain knowledge of the connection between the various professional content areas.
- G. Gain knowledge of how to function within the framework of an organization.

SKILL

- A. Identify the different levels of generalist practice.
- B. Identify systems that impact upon clients.
- C. Identify problems impacting on the client population.
- D. Demonstrate the application of the code of ethics.
- E. Take into consideration human diversity in social work practice.
- F. Make connections between various knowledge areas.

III. PERFORMANCE CRITERIA

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

IV. TYPICAL ASSIGNMENTS

- 15% Agency visit and interview of **BSW** practitioner, e.g., case manager, supervisor, or administrator
- 15% In class exam (s)
- 30% 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 illustrations similar to the process recording assignment.
- 20% Values paper

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. 317.)

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. (2004). *Understanding generalist practice (4th edition)*. Chicago, IL: Nelson Hall.

Hepworth, Dean H., Rooney, Ronald H., & Larson, JoAnn (2000). *Direct social work practice theory and skills (6th edition)*. Pacific Grove, California: Brooks/Cole.

Payne, Malcolm (1997). *Modern social work theory (2nd edition)*. Chicago, IL.: Lyceum Books. Chapter 6 “Systems theory and ecological perspective”.

Recommended text

Benjamin, A. (1981). *The helping interview (3rd 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. The focus 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

IX. Course Outline

Topic	Activity
Session 1.	Overview of course objectives, content and relationship to BSW curriculum, introduction to utilization of Blackboard technology
Session 2. Uniqueness of social work; defining generalist practice; the generalist intervention model; social work values practicing competently.	Kirst-Ashman, Chapter 1 Introducing generalist practice : the intervention model pp.2-39 Hepworth, Rooney, & Larson Chapter 1 The challenges of social work pp.3-22
Session 3. Working with individuals Interviewing skills; Client self determination Verbal and non-verbal behavior; Client self-determination and empowerment.	Kirst-Ashman, Chapter 2 Micro practice skills pp.42-75.
Session 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
Session 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 practice skills: Working with Organizations and Communities pp. 125-158
Session 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
Session 7 Problem solving skills; preparing clients to learn to problem solve; managing interaction during problem solving; steps for problem solving; social skills training; relaxation	Hepworth, Rooney & Larson. Chapter 14 Enhancing clients problem solving, social assertiveness, and stress management skills pp 405-440

training.	
Session 8 Roles of the participants; identifying surface and underlying feelings; developing skills in responding; self disclosure; responding authentically.	Hepworth, Rooney & Larson. Chapter 5 Relationship building skills: Communicating with empathy and authenticity pp. 87-138
Session 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
Session 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
Session 11 NASW Code of ethics	Kirst-Ashman, Chapter 11 Values, ethics, and the resolution of ethical dilemmas pp. 415-455
Session 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
Session 13 Realities of the field guest lecturer Agency function and roles of student Agency function and role of involuntary clients Expectations of the field.	
Session 14 Wrap-up and evaluation	
Session 15 Final examination	

Note: Faculty reserves the right to change the syllabus based on the 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.
- Section 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.

Recommended changes

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.

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