

**WAYNE STATE
UNIVERSITY**

SCHOOL OF SOCIAL WORK

MASTER SYLLABUS

SW 3020 PRACTICE METHODS II (3 credit hours)

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 emphasis is placed on the micro level of practice, working with individuals and families, both voluntary and involuntary. It includes developing a knowledge and skill base 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 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.

II SPECIFIC KNOWLEDGE AND SKILL OBJECTIVES:

Knowledge:

Upon completion of this course students will, through course lectures, guest speakers, and classroom assignments

- A. Understand how their non-verbal behavior contributes to the treatment environment in either an effective or ineffective manner.
- B. Understand the purpose and use of eliciting responses using professional techniques when gathering information.
- C. Understand the use of systems theory and the ecological approach in the

helping relationship.

- D. Understand empathic responding and problem solving as the dominant process in generalist social work practice.
- E. Understand and appreciate human diversity in all phases of working with client systems with special attention given to at-risk-populations.
- F. Understand the context of the agency as it impacts on practice.
- G. Understand the impact of their own values on practice
- H. Understand the ethical dilemmas in practice using the NASW Code of Ethics for decision making
- I. Understand the various roles of the generalist practice working with individuals and families
- J. Understand client assessment through observations and personal data collection in field education experience.

Skill

Upon completion of this course, students should be able to:

- A. Apply the systems framework to social work practice.
- B. Use the skill of problem identification and problem solving process.
- C. Demonstrate skill at developing relationships with client systems, particularly those from diverse and at-risk populations.
- D. Verbalize the differences between voluntary and involuntary client systems.
- E. Solve ethical problems in practice through ethical decision making
- F. Write mutually agreed upon goals and contracts with individuals, families as related to field education class
- G. Demonstrate the following competencies, thus ensuring continuing progress in field education:
 - 1. Knowledge of basic concepts of interpersonal relations and communications, particularly in the beginning phase of the helping process as it is applied to individuals, and families, especially in large metropolitan/urban environments and paying special attention to human diversity.

2. Beginning skills in observing verbal and nonverbal behaviors, as described in the vehicles of process recordings.
3. Beginning skills in communication (especially empathic responding and problem solving), appropriate to the helping processes as they are applied to individuals, and families.

Integrate theory into field practice.

Develop and implement a plan of action with an individual and or family.

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

Kirst-Ashman, Karen K., & Hull, Grafton H., (2004). *Understanding Generalist Practice 4th 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.

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*).

Grade distribution range

100-95 A	94 - 90 A-	89 - 87 B+	86-83 B	82 - 80 B-
79 -77 C+	76 - 73 C	72 - 69 C-	68-65 D+	64 - 60 D

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

Topic/Activity	Readings
<p>Week 1</p> <p>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.</p> <p>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</p>
<p>Week 2</p> <p>engagement and assessment (process)</p> <p>Greeting the client; orienting the client to the helping process; discussing Agency Services and client expectations.</p> <p>Practice: Practice: pre-interview process, reality versus ideal skills and attitudes</p> <p>Demonstrating attending skills</p>	<p>Kirst Ashman Engagement and assessment in generalist practice Chapter 5</p> <p>Neukrug Helping skills Stages of the helping relationship Chapter 3 pp31-51.</p>
<p>Week 3</p> <p>Steps in the planning process/ Identify problems and translate into related needs Specify goals and objectives. Develop a contract.</p>	<p>Chapter 6 Planning in Generalist Practice</p>

<p>Week 4</p> <p>Week 5</p> <p>Practice Develop baseline data on level of client functioning. Review Process Recordings.</p> <p>Helper centered skills asking appropriate questions, contrasting open and closed questions with empathic responding conducting a structured interview asking effective questions.</p>	<p>Chapter 7 Implementation applications pp216-253</p> <p>Neukrug Information gathering chapter 6 pp81-109)</p>
<p>Week 6</p> <p>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.</p>	<p>Chapter 8 Evaluation, Termination and follow-up in generalist practice. Pp 295-339</p>
<p>Week 7</p> <p>Family Assesment; Family conflicts, problems, and their resolutions; enhancing cultural competency.</p> <p>Practice: Genograms, eco-maps- sociograms</p>	<p>Chapter 9 Understanding Families pp345-376</p>
<p>Week8</p> <p>Family treatment and the planned change process. Strategizing for family intervention Implementation of family intervention Evaluation, Termination, and follow-up Practice Discuss Process Recordings.</p>	<p>Chapter 10 Working with families pp379-413</p>
<p>Week 9</p> <p>NASW Code of Ethics; conceptualizing and Addressing and ethical dilemma, ranking ethical principles; discussion and resolution of ethical dilemmas.</p> <p>Practice: Vignette</p>	<p>Chapter 11 values ethics and resolution of ethical dilemmas pp 415-455</p>

<p>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.</p>	<p>Chapter 13 Gender sensitive social work practice pp 424-459 Neukrug chapter 9 Multicultural Counseling pp134-157)</p>
<p>Week 11 Cross-cultural simulation in class (Bafa/Bafa)</p>	
<p>Week 12 Definition of brokering; the effective broker; case management. Practice: Discussion of purchase of service agencies.</p>	<p>Chapter 15 Brokering and case management pp486-509</p>
<p>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”</p>	<p>Chapter 16 Recording in Generalist Social Work Practice pp599-650</p>
<p>Week 14 Evaluation of practice skills self review and provide feed-back review from partner, and class.</p>	
<p>Week 15 Examining the parallel processes in the termination and evaluation phase, including class, field placement and faculty.</p>	

POSSIBLE ASSIGNMENTS

Assignment I.: Plan of change (45points)

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 your clients within the Agency in which you are placed. You must use a pseudonym and identify it as 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 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 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?

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