

WAYNE STATE
UNIVERSITY

SCHOOL OF SOCIAL WORK

2006
MASTER SYLLABUS

SW 7070 Social Work Practice with Micro, Mezzo and Macro Systems (2 credits)

I. COURSE DOMAIN AND BOUNDARIES

This course serves as a bridge course for students admitted under Advanced Standing and builds on the knowledge and skill base of generalist social work practice. Students will refine, strengthen and broaden their knowledge and skill from their undergraduate learning experiences.

This course focuses on social work methods and strategies for practice with diverse individuals, groups, families, communities and organizations. Emphasis is given to the fundamental practice principles guiding social work intervention at the micro, mezzo, and macro level, with special attention to the impact of diversity and the unique concerns of populations-at-risk. Throughout the course, the components of the biopsychosocial perspective and culturally-sensitive practice principles will be stressed. Given the large number of graduate students engaged in field placement sites servicing children and families, special emphasis will be given to basic skills in individual work with children and group work practice with children; the application of HBSE theory to assessment with individuals and families; the relevance and application of theory to practice; and the evaluation of practice. Practice roles and processes with communities and organizations will be examined and their relevance to interpersonal practice will be further clarified.

Professional documentation, particularly process recording and its significance to the professional use of self will be explored. Students will broaden their awareness and sensitivity to ethical and value dilemmas in social work practice and further their ability to make informed decisions in response to ethical dilemmas.

II. SPECIFIC KNOWLEDGE AND SKILL OBJECTIVES

Knowledge Objectives:

By the end of the semester, students will demonstrate knowledge of:

1. The values and ethics integral to social work practice with diverse individuals, groups, families, organizations and communities;
2. The significance of the professional use of self and self-awareness in social work Practice;
3. Practice theories and change strategies used by social workers, with an emphasis on the person-environment matrix, at various systems and with varying age groups;
4. The history, development and models of group work practice with children with an emphasis on group work's commitment to addressing issues of social and economic injustice;
5. The significance of the planning stage and of process, structure and dynamics in social group work with children;
6. Core methods and processes in organizational and community practice;
7. The effects of similarities and differences in ethnic, racial, cultural, gender and sexual orientation, age, and economics in values and lifestyles between social work professionals and the populations they serve.

Skill Objectives:

By the end of the semester, students will develop skill in:

1. Professional documentation (process recording);
2. The application of the strengths perspective in work with client systems;
3. The biopsychosocial perspective and its relationship to psychosocial assessment and treatment planning with individuals and families;
4. Planning and developing a group of diverse members (child and adult populations) as well as assessing and facilitating the group's work at different group stages;
5. Recognizing and effectively using group process, group structure and group dynamics in work with children;

6. Sensitivity to human diversity and how people's age, gender, culture, ethnicity, SES, and sexual orientation influence the helping process;
7. Evaluating the efficacy of social work practice interventions and their impact on furthering issues of social and economic justice;
8. Identifying and addressing ethical dilemmas that arise in social work practice;
9. Identifying the strategies used to assess organizational and community needs and the implications of these for social action efforts in interpersonal practice;
10. Identifying the steps involved in collaborating with other professionals and with community groups to address and resolve problems in social functioning and in the social environment.

III. PERFORMANCE CRITERIA

Students will be expected to demonstrate familiarity with the basic principles and skills of social work practice at the micro, mezzo and macro levels, with sensitivity to the unique needs and concerns of diverse populations. They should be able to demonstrate an understanding of a range of interventions with individuals, families, groups and communities and methods for resolving ethical dilemmas that arise in practice at all levels of intervention. Students should demonstrate the capacity for the professional use of self and a beginning ability to identify manifest and latent aspects of communications. They will be expected to demonstrate their understanding of the person-environment framework in social work assessment and intervention; the essentials of social work assessment and the biopsychosocial approach; to identify relevant and meaningful practice interventions with children, adolescents and adults; to determine methods for evaluating their practice; and to describe and explain the relevance of theory to assessment and practice. Students will be expected to elucidate group work principles and practices with children, particularly an understanding of group dynamics, structure, process, and developmental stages and skill in leading such groups. Students will be expected to demonstrate the major tenets of culturally-competent practice.

Students in this interpersonal practice course will understand the relevance of organizational and community practice and the basic methods and processes of macro practice. They will be able to articulate the interpersonal practice situations that could be best addressed with organizational and/or community intervention and identify the needed skills to build community coalitions.

Since students are enrolled in a professional school, they are expected to be responsible learners, i.e. attend all classes and participate in class discussions and activities. They will be expected to demonstrate their progress in basic comprehension and skill development through course assignments, e. g. papers, exams, class exercises, presentations.

IV. COURSE READINGS

This course will require a text and a course pack.

The required texts are:

Maguire, L. (2002). *Clinical social work*. Pacific Grove, CA : Brooks-Cole.

Brew, L. & Alterkruse, M. K. (2006). *Building the relationship*. Belmont, CA: Thomson.

A course pack is also required for this course and can be purchased at University Printing, 115 West Warren, 313-831-1170

V. COURSE ORGANIZATION

This course is offered during the summer term, meeting once a week for a four hour time block. Primary attention is given to principles of social work practice at the micro and mezzo levels and the interface with macro level; with a special focus on interventions with children in individual, family and group work practice. Students learn the nature and demands of graduate study in a professional school of social work throughout this bridge to the graduate program.

The course content is organized into the following units:

Unit 1 begins with an overview of contemporary social work practice, with an emphasis on the needs and concerns of vulnerable populations and the problem situations requiring social work service. Social work values and ethics are identified and examined, and methods for responding to ethical dilemmas will be explicated.

Unit 2 addresses the problem solving process in practice with emphasis on the nature of professional relationships and the professional use of self in work with children and adults. Exercises sensitizing students to culturally-competent practice and the person-environment perspective will be included along with the principles of documentation, particularly process recording.

Unit 3 focuses on techniques of data gathering and assessment with individuals (children and adults) and families. The application of theory and the biopsychosocial perspective to practice and strategies to evaluate practice will be emphasized. Treatment planning and issues related to brief treatment will be included.

Unit 4 concentrates on the group modality with children. Methods of planning, engagement and the significance of process, structure and dynamics in groups will be addressed.

Unit 5 The roles and processes of organizational and community practice and their relevance to interpersonal practice will be examined. Strategies to assess organizational needs and community needs and methods to develop collaborative relations with community groups will be identified.

VI. ROLE AND RESPONSIBILITIES OF THE STUDENT

See University Statement of Obligation of Students and Faculty Members of the teaching-learning process. Students are expected to attend all class sessions and to be punctual in arriving at class on time and to promptly return from breaks. Students who arrive late to class more than twice during the semester will lose participation and attendance points for their tardiness (1 point for every late arrival). **Since this course meets for only seven sessions, it is expected that students will attend all classes and remain for the entire class.** Consideration will be given to students who have significant life emergencies that interfere with their class attendance. Any student who misses 2 full classes (the equivalent of more than 25% of the semester) during the summer semester will receive an “X” in the course if they do not drop the course.

Incompletes, i. e., “I” grades are only given in extreme circumstances. The instructor must be apprized of the circumstances that prohibit the student from completing course assignments as outlined in the syllabus. These situations must be discussed well in advance of the end of the semester. The instructor reserves the right to determine if the circumstances are sufficient to justify an incomplete in the course. **Any student who receives an incomplete in this course cannot enroll in the Advanced Year practice course until requirements for SW 7070 are complete.**

VII. COURSE OUTLINE

This is a tentative schedule of instruction offered to aid students in planning for course readings and assignments in this course. The instructor reserves the right to make alterations as dictated by the combined needs of the instructor and the student.

UNIT ONE

Course overview, expectations and assignments. The generalist and multi-cultural perspective in social work practice; Contemporary social work practice; Social work ethics and values.

Readings:

Maguire, L. (2002). *Clinical social work*. Pacific Grove, CA: Brooks-Cole, Ch.1, Overview of Contemporary Practice.

Applegate, J. S. (1997). The holding environment: An organizing metaphor for social work theory and practice. *Smith College Studies in Social Work*, 68 (1), 7-29.

Glicken, M. D. (2004). *Using the strengths perspective in social work practice*. Boston: Pearson, Ch. 6, Resilience and the strengths perspective.

Brew, L. & Alterkruse, M. K. (2006). *Building the relationship*. Belmont, CA: Thomson, Ch. 13-18, Inappropriate professional stance.

UNIT TWO

Professional relationships and the professional use of self in work with varying age groups and modalities. Essentials of culturally-competent practice.

Readings:

Maguire, L., Ch. 3, Systems Interventions with Individuals.

Brill, N. I. & Levine, J. (2005). *Working with people (8th ed.)*. Boston: Pearson, Ch. 4, Working with ethnic diversity in a pluralistic society.

Lieberman, F. (1983). Work with Children. In D. Waldfogel & A. Rosenblatt (Eds.), *Handbook of clinical social work* (pps. 441-465). San Francisco: Jossey-Bass.

Brew, L. & Alterkruse, M. K. (2006). *Building the relationship*. Belmont, CA: Thomson, Ch. 1-6, Giving too much advice.

Class Exercise: Hanging In There: When Differences between Client and Worker are at Issue.

UNIT THREE

Assessment, treatment planning and intervention with individuals and families. The relevance and application of theory (HBSE and Practice) to interpersonal practice. Evaluation of practice.

Readings:

Woods, M. E. & Hollis, F. (2000). *Casework: A psychosocial therapy (5th Ed.)*. Boston: McGraw-Hill, Ch.11, Assessment and Diagnostic Understanding; Ch.12, Choice of Treatment Objectives.

Class Exercise/Assignment #2: What You Look for Determines What You See.

Maguire, L. (2002). *Clinical social work*. Pacific Grove, CA: Brooks-Cole, Ch.2 , Beyond Generalist: Clinical Social Work Practice; Ch. 3, Systems Interventions with Individuals; Ch. 6, Family Systems Interventions.

Sheafor, B. W. & Harejsi, C. R. (2006). *Techniques and guidelines for social work practice*. Boston: Allen & Bacon, Ch. 14.Evaluation and termination.

Brew, L. & Alterkruse, M. K. (2006). *Building the relationship*. Belmont, CA: Thomson, Ch. 7- 12, Asking too many questions.

UNIT FOUR

Historical overview of social work practice with groups; Core concepts in group work practice with children.

Readings:

Maguire, L. (2002). *Clinical social work*. Pacific Grove, CA: Brooks-Cole, Ch. 5, Group Interventions.

Fatout, M. F. (1996). *Children in groups: A social work perspective*. Westport, Conn: Auburn House., Ch. 1, The status of group work with children, Ch. 3, Planning the group. Ch. 4, developing a mutual aid system. Ch. 5, Therapeutic use of settings and other limiting structures. Ch. 6, Play and activity as change mechanisms. Ch. 9, Ending the group.

Brown, A. & Mistry, T. (1994). Group work with mixed membership groups: Issues of race and gender. *Social Work with Groups*, 17(3), 5-21.

UNIT FIVE

Task groups and the environment; the interpersonal practice social worker interfacing with macro systems. Core methods and problem solving in community practice. The relationship of community practice to interpersonal practice. The organizational setting and interpersonal practice.

Readings:

Culberg, K., Medina, O., & Warner, R. (Eds.) (1999). Building partnership for health between community agencies and schools: two communities, two cultures, two languages. In H. Bertche L. K. Kurtz, & A. Lamont (Eds.) *Rebuilding communities: Challenges for group work* (pp. 151-159). New York: Haworth Press.

Gutierrez, L. & Lewis, E. A. (1999). Strengthening communities through groups: A multicultural perspective. In H. Bertcher, L. F. Kurtz & A. Lamont (Eds.), *Rebuilding communities: Challenges for group work* (pp. 5-16). New York: Haworth Press.

Weil, M. (1988). Task group skills: The core of community practice. In M. Leiderman, M. Birnbaum, & B. Dazzo (Eds.), *Roots and new frontiers in social group work: selected proceedings of the seventh annual symposium on the advancement of social work with groups* (pp. 131-148). New York: Haworth Press.

Dane, B. O. & Simon, B.L. (1991). Resident guests: Social workers in host settings. *Social Work*, 36 (3), 208-213.

VII. ASSIGNMENTS AND GRADES

Students will complete several assignments in this course. All students will process record at least ten minutes of a thirty minute role-play done with another class member. They will submit a paper that includes the dialogue of the interchange, their thoughts and reactions to the interaction, the interventions they used and a critique of their effectiveness in the problem solving process. See details below.

Students will also complete an assessment and intervention plan of a family and apply a human behavior theory as the framework for understanding the functioning of the individuals and family members. Methods to evaluate the effectiveness of the planned intervention will be included in the paper. Students will also consider relevant community and/or organizational dynamics that might be addressed that further the needs and concerns of the client system. Further details about this assignment will be provided. A case study will be provided for this assignment.

A third in-class assignment will involve a quiz on course readings, with particular emphasis on material regarding social work practice with children.

INTERVIEWING ASSIGNMENT/ ASSIGNMENT #1

The interviewing assignment focuses on the **professional use of self** in a role-play interview and the critique of one's interviewing skills. The student will interview a class member and tape record (audio) the interview. This interview should be about 30 minutes in length. The interview should be structured in a manner similar to that of an initial interview with a client. Students should focus on the development of the relationship with their interviewee and work to better understand the issue(s) of concern to the interviewee. In the role play, each student will adopt the role of a member of an **oppressed group**.

After the interview, prepare a verbatim transcript of the first or last ten minutes of the interview, i.e., process record the interview. Guidelines for the recording will be provided in class. Then, analyze the interventions you used in the interview that reflect the conscious use of self to build the relationship and to further your understanding of the interviewee.

The following points must be included in your paper.

Identify two (2) interventions you used to demonstrate sensitivity to the interviewee's status as a member of an oppressed group. In one paragraph, clarify how this status may have influenced the interview-interviewee interchange.

Choose three (3) effective and three (3) ineffective interventions; for each intervention, provide your rationale for your evaluation of the intervention. Use the **Interventions handout** distributed in class for a listing of possible interventions.

Use the following format for each intervention.

- (1) In your own words, name and explain the intervention. e. g. clarification probe.
- (2) Discuss the rationale for the use of the intervention. e. g., gain more detail on a topic
- (3) Provide the verbatim dialogue from your taped interview, including what the client said, your intervention and the client's response to your intervention.

See the example below.

Effective interventions

Example #1

Clarification

Clarification is an effective intervention social workers frequently use. By using this intervention, a social worker tries to better understand the meaning of an ambiguous word or phrase used by a client. The worker asks for more detail on a subject that a client introduces in the interview. In our interview, I noticed many times that I used clarification. The following is an example of an effective use of this intervention.

Client: The person that they had supervising me was younger than I was, and she was very street.

Worker: So, street, meaning...

Client: She was, you know, she'd talk, you know, unprofessional. She spoke in an unprofessional manner to the coworkers, and she would, you know, have her radio blasting in the office, and she'd be on the phone all the time.

When the client used the term, 'street', I had an image of someone who spoke incorrectly, that is, used slang terms. I realized that the client's definition of 'street' might have been different than mine. Therefore, I asked for clarification of the meaning of the word by probing the client. This probe was effective because the client went into a lengthy explanation for her meaning of 'street'. I had a better understanding of how she saw her former supervisor and could wonder if she had concerns about me treating her in an unprofessional manner.

- (4) Explain how your intervention was effective or ineffective based on the client's response to the intervention. (In the example, the worker gained a clearer understanding of the client's meaning by the use of the word and provided the new worker with an understanding with the problematic experience she had with her former worker).

Include a paragraph at the end of the paper explaining how you demonstrated the cardinal values of social work during the interview e.g., respect and dignity of the individual, self-determination, etc.

Discuss how you might evaluate the effectiveness of your interview.

Submit your taped recording with your paper.

Note: All interviews between students are confidential. Both the instructor and the students are expected to maintain the privacy of the discussions with their interviewee.

This process recording will likely be 5-6 pages of dialogue. Your discussion of your interventions and evaluation of the effectiveness of your effectiveness should be no longer than 6 double-spaced pages (12 point font).

ASSIGNMENT #2/ THEORETICAL STANCE & ASSESSMENT

For the assignment, students will be assigned to a work group. Each group will use a theoretical framework assigned by the instructor as a framework for assessing the family. (See Strom-Gottfried, Social Work practice: cases, activities, and exercises, Exercise 24: What You Look for Determines What You See). Students will be allotted class time to discuss the case. Each student will submit his/her analysis /assessment of the case material, i.e., answer the questions included in the exercise. Additionally, students will answer the following questions:

1. What other concerns might be considered if the family were members of an oppressed population, e. g., African-American or Hispanic? Identify these and how they would influence your assessment and intervention plan.
2. What methods would you use to evaluate the effectiveness of your intervention plan?

All papers are graded on content and writing skills. Problems with sentence structure, spelling, punctuation, organization and clarity, or other writing mechanics will lower the grade achieved on the assignment. Students will lose 10% of assigned points for these deficiencies. All assignments are expected to be submitted at the beginning of class on the given date. Students who fail to follow time guidelines provided will lose one point for each day late. Where indicated, students are expected to use APA style.

Each student is expected to demonstrate academic honesty in all work. Plagiarism or other forms of academic dishonesty will result in a failure in this course.

Assignments will be graded in the following manner:

Process Recording and Evaluation.....	40 points
Assessment and Intervention Plan.....	45 points
Quiz.....	10 points
Attendance and participation.....	5 points
	15 points

Grades will be assigned as follows:

A	95-100
A-	90-94.9
B+	87-89.9
B	83-86.9
B-	80-83
C+	77-79.9
C	70-76.9
F	Below 70

COURSE OUTLINE

	Content	Readings
Week 1	Orientation to the course; review of expectations; Overview of contemporary practice and ethics.	
Week 2 & 3	Professional use of self in the problem solving process with children and adults; Culturally-competent practice.	Unit 1 & 2 readings
Week 4	Psychosocial assessment, treatment planning and Interventions with children, adolescents, adults, families.	Unit 3 readings
ASSIGNMENT #1 DUE		
Week 5	Assessment cont'd. Introduction to group work methods with children.	Fatout, Ch.1, 3 Maguire, Ch. 2, 3, 6
Week 6	Group work with children. Task groups and Interventions with larger systems.	Fatout, Ch. 4, 5, 6, 9 Malekoff article/ Weil article
ASSIGNMENT #2 DUE		
Week 7	Developing community coalitions; the organizational context and interpersonal practice. Course synthesis	Gutierrez et al Culberg article Dane article