

SWK-S 332 Generalist Social Work Practice II (3 cr.)

Course Information

Semester Year: XXXXX
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

This practice course examines the middle and ending phases of the helping process and related skills. Students explore the helping relationship with various client system sizes, impact of agency policies and procedures upon practice and resolution of clients' problems; practice evaluation. Generalist Social Work Practice II: Theory and Skills focuses primarily on application of basic social work skills that demonstrate understanding and application of the continuum of social work practice at the middle and ending phases of the helping relationship. Through role play, case study analysis, application of a values framework, practice knowledge, and skills gained in previous courses students conduct assessment, identify interventions, apply theory, and develop and implement measurable goals and specific action steps to resolve client problems. Students demonstrate an understanding of and illustrate the application of the basic social work knowledge, values, cognitive and affective processes and helping skills in resolving the interrelationship between social conditions, the individual, family, group, and organization, while examining diversity. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected behaviors associated with this course, and to assist students in developing social work core competencies. The course draws upon basic social work practice skill knowledge from S331 Generalist Social Work Practice I: Theory and Skills, S221 Human Growth and Development in the Social Environment and S251 (History and Analysis of Social Welfare Policy).

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 8: Intervene with Individuals & Families

Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals and families (CSWE, 2015 EPAS, p. 9).

- 9: Evaluate Practice with Individuals & Families

Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness (CSWE, 2015 EPAS, p. 9).

Secondary

- 1: Demonstrate Ethical and Professional Behavior

- 2: Engage Diversity and Difference in Practice
- 4: Engage in Practice-informed Research and Research-informed Practice

Course Objectives

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to demonstrate the ability to:

- S332-01** Illustrate the beginning, middle, and ending stages of the helping process at the generalist social work practice level.
- S332-02** Demonstrate knowledge comprehension, cognitive and affective processes, and application of core interactional skills and interpersonal qualities associated with the middle and ending phases of the helping process while resolving client problems.
- S332-03** Document and analyze personal conflicts in professional values and dilemmas as they appear in everyday practice.
- S332-04** Conduct and document basic client assessment by appraising and documenting client problems at the biological, psychological, social and spiritual levels and assessing problem severity and urgency.
- S332-05** Demonstrate understanding and application of the interrelationship between social conditions, social welfare policies, individual and family functioning and with various system sizes.
- S332-06** Illustrate understanding of professional practice with diverse and oppressed groups.
- S332-07** Identify and apply human behavior and diversity, social and behavioral theoretical knowledge to formulate treatment plans with various client situations at the generalist practice level.
- S332-08** Demonstrate skill in research inquiry, application of research knowledge relevant to level of practice and engagement in on-going self-development, professional use of self, and self-assessment.
- S332-09** Evaluate treatment effectiveness and terminate work with a client system.

Required Texts

Chang, V. N., Scott, S. T. & Decker, C. (2013). *Developing helping skills: A step-by-step approach to Competency*. Pacific Grove, CA: Brooks/Cole.

Course Content

In the second generalist social work practice theory and skills course, students will apply and enhance the engagement and assessment skills developed in the first theory and skills course. Students develop skills in goal setting, implementation, and evaluation. Students develop generalist practice skills focusing on individuals, groups, and families. While role playing, students will implement and evaluate theoretical approaches commonly utilized in social work practice. Students will practice generalist practice skills with individuals and families.

Course Outline

Module 1: Class Orientation and Practice

Dates:

Topic

- A. Syllabus review
- B. Course expectations
- C. Student expectations

Assignments

Readings

1. Review Syllabus
2. Chapters 9 & 10

Module 2: (Monday No class; Martin Luther King, Jr Day)

Dates:

Assignments

Readings

1. Chang, Scott, & Decker: Chapter 10
2. Canvas/Files: Module 2 Readings

Assignment

3. Mon section: Complete online Discussion by Tuesday at 9am, and two peer responses due Wed at 3pm (Note this is your Week 2 attendance).

Topics

- A. Seeking clarification
- B. Use of silence
- C. Role clarification
- D. GREW

Class Time

Activities

1. Setting goals
2. Practice in Opening and Closing a meeting
3. Expressing and deeper understanding

Assignment Projects

1. Movie Family Groups assigned.

Module 3:

Dates:

Assignments

Readings

1. Chang, et al.: Chapter 11

2. Canvas/Files: Week 3 Miley, O'Melia & DuBoise; Ch 10 - Assessment
3. Canvas/Files: Week 3 Collins, Jordan & Coleman; Ch 6 - Forming Partnerships
4. Canvas/Files: Week 3 Collins, et al.; Ch 5 - Summary

Assignment

1. Complete HW 11.2, 11.5, and 11.6- bring to class for activities
2. Reading Log Week 3 – Ch 11; submit in Canvas by 9am day of class
3. Client Evaluation of Social Work Experience #1 - due in Canvas, Sat 12 noon.

Topics

- A. Readiness for change
- B. Stages of Change
- C. Assessing problems

Assignments

Activities

1. Entrance ticket discussion
2. Identify readiness and motivation in the change process
3. Learn the stages of change
4. Identify problems and challenges in the process
5. Fishbowls

Module 4:

Dates:

Assignments

Readings

1. Canvas/Files: Week 4 – Professional Documentation
2. Modules: Professional Documentation examples

Assignment

1. Progress Note 1 - due 9am day of class (Canvas)

Topics

- A. Social Work documentation
- B. Professionalism in documentation
- C. Risk management

Assignments

Activities

1. Identify critical elements in professional, Social Work documentation
2. Identify ethical and legal risks in documentation and practice
3. Develop skill in clear, complete and ethical documentation in assessment through termination

Module 5:

Dates:

Assignments

Readings

1. Chang et al.: Ch 12 Identifying Key Problems and Challenges
2. Canvas/Files: Week 5 – Collins Ch 7-8
3. Review Instructions for Rapport and Skills Demonstration video assignment

Assignment

1. Reading Log: Week 5 - Ch 12 (submit in Canvas by 9am day of class)
2. Complete HW 12.2, 12.3, 12.4, 12.5, and 12.6
3. Rapport and Skills Demonstration video - due Sunday, 2/11 at midnight; two reviews due 2/16 at midnight

Topics

- A. Understanding problems
- B. Crisis management
- C. Managing resistance, blaming and discrepancies
- D. Advanced Reflection

Assignments

Activities

1. Identify key barriers to Client's progress in change.
2. Develop skills in identifying discrepancies, redirecting, blaming and rolling with resistance.
3. Practice advanced reflection.
4. Discuss Initial Assessment

Module 6:

Dates:

Assignments

Readings

1. Chang, et al.: Ch 13 - Establishing Goals

Assignment

1. Reading Log- Week 6 -Ch 13
2. Initial Assessment - due Sun 2/12 by midnight (Canvas)

Topics

- A. Working with Clients to establish goals
- B. Differentiating general versus MAPS goals

Assignments

Activities

1. Entrance ticket discussion
2. Defining MAPS goals
3. Identifying general goals in meetings
4. Identifying MAPS from general goals
5. Obtaining Client agreement in service planning

Module 7:

Dates:

Assignments

Readings

1. Canvas/Files: Week 7 – Brasler, P.B. (2001) Developing strengths based treatment plans
2. Service Plan Video Assignment instructions

Assignment

1. Service Plan Video Supervision meeting sign-ups (Canvas)

Topics

- A. Strengths in cultures and groups
- B. Theory of change
- C. Assessment and treatment planning

Assignments

Activities

1. Identify Identifying strengths in Client center services
2. Interviewing for assessment and service planning
3. Group activities in skill assessment
4. Devise strengths interviewing skills

Module 8:

Dates:

Assignments

Readings

1. No readings

Assignment

1. Progress Note 2 - due Fri 3/3 at 9am
2. Service Plan Video Supervision Meetings – at sign up time selected

Topics

- A. Service planning

Assignments

Activities

1. No Class

Out of Class Activities

1. Service Plan Video
2. Supervision Meetings

Module 9:

Dates:

Assignments

Readings

1. No readings

Assignment

1. Review the chart provided in class
2. Review skills learned this semester7

Topics

- A. Interprofessional Education

Assignments

Activities

1. Lab's

Out of Class Activities

1. SIM Lab's – attend as scheduled

Spring Break: Be safe, have fun, return refreshed

Dates

Module 10:

Dates:

Assignments

Readings

1. Chang et al.: Ch 14 Taking Action
2. Canvas/Files: Collins, Jordan, & Coleman – Ch 4: Referral Process

Assignment

1. Reading Log Week 10: Ch 14 - due 9am (Canvas) day of class
2. Progress Note 3 - due day of class at 9am

Topics

- A. Steps in helping a Client with their goals
- B. Monitoring progress and mitigating barriers
- C. Enhancing action and achievement

Assignments

Activities

1. MAPS goals and action steps
2. Identify and learn skills in directing, inviting a different perspective, identifying discrepancies, providing feedback, immediacy, and appropriate use of self-disclosure

Module 11:

Dates:

Assignments

Readings

1. Canvas/Files: Genograms
2. Canvas/Files: *Miley, O'Melia & DuBois – Ch 13 – Creating Alliances*

Topics

- A. Reinforcement of goal attainment and helping skills
- B. Termination

Assignments

Activities

1. Revisit goal setting, action steps, monitoring progress, and application of ecomaps
2. Ecomaps and genograms brought to class, review applications for Clients

Out of Class Activities

1. Movie Family Groups complete Ecomap and Genogram on the Movie Family hard copy submitted in class

Module 12:

Dates:

Assignments

Readings

1. Chang et al.: Ch 15 Evaluating and Ending Professional Relationships
2. Canvas/Files: Courneyor – Ch 11
3. Canvas/Files: Ending Collins – Ch 14

Assignment

1. Reading log Week 12: Ch 15 9am (Canvas) day of class

Topics

- A. Evaluating progress
- B. Establishing self-efficacy
- C. Terminating professional relationships

Assignments

Activities

1. Evaluation and Termination of the practitioner/client relationships
2. Examining next steps and progress without practitioner

Out of Class Activities

1. Movie family discussion in class

Module 13:

Dates:

Assignments

Readings

1. Miley, O'Melia & DuBois Chapter 16: Integrating gains and benefits from the working relationship
2. Miley, O'Melia & DuBois Chapter 14: Expanding Opportunities

Assignment

1. Movie Family Preparation

Topics

- A. Challenges and gains in the working relationship

Assignments

Activities

1. Review of the working relationship
2. Identifying challenges to working with others
3. Movie Family Presentation – group time

Module 14:

Dates:

Assignments

Readings

1. No readings

Assignment

1. Termination Report - due in Canvas by Sun, 4/16 at midnight
2. Client Evaluation of Social Work experience #3 - due 4/21 at midnight

Topics

1. Skills assessment and application

Assignments

Activities

1. Skills practice and assessment
2. Movie Family paper and presentation – group time

Module 15:

Dates:

Assignments

Readings

1. No readings

Assignment

1. Movie Family Presentations

Module 16:

Dates:

Assignments

Readings

1. No Readings

Out of Class Activities

1. Movie-Family Peer Evaluation of Groups - due Monday at 9am of Finals Week
2. Professionalism Assignment - due Monday at 9am of Finals Week

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on Word (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments - Overview

1. Reading Logs
 - a. DUE:
 - b. Final Grade Percentage:%
2. Client System Assignment: Confidentiality and Informed Consent Form
 - a. DUE:DATE
 - b. Final Grade Percentage:%
3. Client System Assignment: Initial Assessment
 - a. DUE:DATE
 - b. Final Grade Percentage:%
4. Client System Assignment: Progress Notes
 - a. DUE:Various
 - b. Final Grade Percentage:%
5. Client System Assignment: Termination Report
 - a. DUE:DATE
 - b. Final Grade Percentage:%
6. Client System Assignment: Client Evaluation of Social Work Experience
 - a. DUE:DATE
 - b. Final Grade Percentage:%
7. Service Planning Video
 - a. DUE:DATE
 - b. Final Grade Percentage:%
8. Movie Family Project

- a. DUE:DATE
 - b. Final Grade Percentage:%
9. Leader Evaluation of Practice Skills
- a. DUE:DATE
 - b. Final Grade Percentage:%
10. Signature Assignment: Client Process from Engagement to Termination
- a. DUE:DATE
 - b. Final Grade Percentage:%
11. Peer Evaluation
- a. DUE:DATE
 - b. Final Grade Percentage:.....%
12. Professionalism
- a. DUE:DATE
 - b. Final Grade Percentage.....%

Reading Logs- Worth 25 points 5 total @ 5pts each (OPTIONAL)

For each of the Chang et al. (2013) course reading, please complete a reading log. Reading logs are designed to promote exploration, understanding, and personal reflection. As you read, identify evidence (placing it in the first column of the log) in the chapter that seems important or curious to you as an emerging social worker. In the second column, write your reactions to the evidence you have identified. The reactions can be questioning, commenting, critiquing, analyzing, or personally reflecting. We will rely heavily upon the readings to guide our class discussions and allow us to more quickly move to practice skills and utilize learning concepts through in-class activities designed to apply your learning.

Grading the logs will be based on depth and breadth of your engagement to the log. I will scan the entire body of work (breadth) and pick a page at random to read regarding depth. See grading criteria in Canvas.

Breadth is graded at 3 possible points, depth is graded at 2 possible points.

Client System Assignments Worth 55 points 9 assignments total

Confidentiality and Informed Consent Form- Worth 5 points

Students will engage in discussion with the assigned Peer-Client about Confidentiality, providing

Information to gain the Client's Informed Consent to engage in services. Students will obtain the Client's signature, provide their own signature and submit the signed document to the instructor on the due date (in class.)

Initial Assessment- Worth 10 pts

Students will interview the assigned Peer-Client (who will enact a client situation of their own making). The interviewer will gain answers to key areas of information necessary to successfully begin working with

the Client. The interviewer will complete the Initial Assessment form and submit in Canvas by the assigned due date. *Bring a printed copy to class on the assigned date.*

Progress Notes- 3 @ 5 points each—(if the Peer-Client has outstanding needs, additional Progress Notes will be granted bonus points).

Students will be conducting a series of Peer-Client meetings in which they will practice skills in the middle and ending phases of client interventions. Students are required to write a professional Progress Note for each meeting held with the assignment Peer-Client. The due dates for these meetings is flexible to ensure that the Client's needs are met. Each Progress Note must be documented on the Progress Note, completed with professional, third person language, and be edited for language, grammar, spelling and content.

In the progress notes, the following issues need to be demonstrated in at least one note.

- Assessment of Client's circumstances and narrowing of needs
- Client's general goal; the stated goal that demonstrates what they want to be different
- Assessment of the Client's stage of change; progression of the stage of change over time.
- Development toward MAPS goal, and establishment of action steps
- Demonstrated teaching or guiding the Client through working on steps and goals
- Establishing a follow up MAPS goal, if the first one is completed.
- Evaluation of goals and steps
- Engaging discussions about the termination of services.
- Termination meeting

Termination Report- Worth 10 points

Students will complete a termination report with their Peer-Client, following the final meeting. The purpose of this assignment is to allow Client's to carry their learned skills and strengths into future challenges for autonomous success. The termination report must be professional, and written with Client-centered language. It will be submitted in Canvas by the assigned due date.

Client Evaluation of Social Work Experience- Worth 15 points 3 total @ 5 points each

The Client **experience** in the Peer-Client assignments is as significant in learning as the Social Worker experience. As such, Clients will be evaluating their thoughts, feelings and experience with their Peer-Social Worker. These are reflective assignment submitted *in Canvas* after the Journals/Progress Notes by the Social Workers are submitted. This is intended to allow you time to review the Progress Note written by the Social worker.

Video Skills Assignments – (Audio or Video)

Service Planning Video- 60 points

Students will complete a practice video, no more than 15 minutes in length, demonstrated with a preferred Client system. Students must ensure that the video and audio are of sound quality to earn assignment points. The focus of the practice session on video is as follows:

1. Introduction: **What you talked about last meeting**
2. *Stating and Describing **the Problem*** you talked about with your client;

3. *Help Client state their **General goal***, the issue they want changed;
4. *Demonstrate the **MAPS goal*** you developed with the client, that specifically initiates change toward the overarching general goal. (make sure to demonstrate how the MAPS goal is measurable, attainable, positive and specific);
5. *State the **three action steps***, identifying how each will help the client move toward the MAPS goal.

Supervision and Debriefing Meeting - Student must bring the Video and Assessment Packet

Students will sign up for a supervision and debriefing meeting with the instructor during week 7, for the meeting to occur Week 8. Student's awareness of personal practice skills is the primary topic. Students must bring their completed packet to the meeting. Some focus will be given to your peer reviews and personal reflection with a primary focus being on your service plan video. This video will be reviewed together.

Movie Family Projects – Worth 50 pts

These projects entail a series of assignments to be conducted individually and in groups (assigned by the instructor). The group will identify a movie in which a family is depicted, and demonstrates multiple challenges. The best selections are of movies in which the main characters encounter family, community, social and/or financial problems. This is assessed along with the Leader Evaluation and the Client Process and Peer Evaluation assignments below.

Leader Evaluation of Practice Skills- (Individual)

A written self-evaluation conducted twice, after each family session as a Student Social Worker.

Signature Assignment

Client Process from Engagement to Termination

This is a demonstration for the final course assignments. You show the application of skills, perspectives, and best practices in a video clip and/or face-to-face presentation at least 3-5 minute in length and a written assignment demonstrating the following components:

1. Skill demonstration with a client system, either in-class or on video clip.
2. Summary of highlights from the biopsychosocial assessment.
 - a. Include client system problem and challenge.
 - b. Barriers that inhibit resolving the problem.
3. Ecomap and Genogram
4. Prevalence of the problems in the US populations.
5. Policies impacting the client system, including local, state and national that impact this client and/or inhibit their progress
6. Application of the perspectives (Constructivism, Ecological, Empowerment, Strengths, Resilience, Family Systems, Dual) in understanding and working the client system,
7. Best practice interventions based on evidence based articles (research) for engaging with the population.
 - a. Identify the interventions, how they are applied and how they are intended to help.

- b. Be specific in the services, agencies, funding, and professionals needed for these interventions to successfully assist the client.
8. MAPS goals- identify the general goal(s), MAPS goals, and specific action steps for the client system.
9. Identify an actual or potential Ethical dilemmas encountered in this case, your decision making model and outcomes.
10. Termination and Outcomes you anticipate for this client systems at the end of services.
 - a. Identify the forms of diversity and oppression in the client system, and the impact on interventions and outcomes.
 - b. Evaluation of termination and outcomes for client system.
11. Learning outcomes for students: describe what you learned, why what you learned was important, and areas you will improve in the future.

Use APA in text citations and references.

Peer-Evaluation- Worth 10 pts: As with all group experiences, it's important to demonstrate effective group functioning. Each individual student within the Movie Family Group must submit a Peer-evaluation, respectfully, fairly and accurately detailing the effort, input and outcomes for each member of the group, including themselves. The evaluation form is provided and must be completed and submitted in Canvas by the due date.

Level of Professionalism – (worth a maximum of 30 points)

Overall evaluation of professionalism will take into account the manner and extent to which a student:

- attends regularly, on-time and participates as an active learner;
- is courteous and respectful with others in and out of class;
- shares own viewpoints and reactions, and raises questions or issues;
- encourages learning and contribution from peers in and out of class;
- elevates discussions with applied critical thinking and relevant practice interventions;
- students level of engagement in group work and personal evaluation of process;
- provides personal-best in all products, discussions, assignments, and group work; and
- gives and uses feedback constructively.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria

for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most BSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. Grades of C and C+ signify work that is *marginal* in nature. The scholarly products or professional performances meet many but not all of the expected criteria. Grades of C- and lower reflect work that is *unsatisfactory*. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a future BSW-level professional.

In accordance with the Indiana University School of Social Work grading policy, social work majors must earn at least a C to pass this course.

Additional Course Policies

1. Students and Faculty will facilitate an environment conducive to adult learning

2. Students will share learning, thoughts, and values with the class.
3. Use of cell phones is prohibited, unless extenuating-emergent circumstances are cleared with the Instructor. Laptops are permissible for learning work only.
4. Respectful attentive behavior is expected at all times. This includes refraining from talking in asides, sleeping, putting head down on desk.
5. An evaluation of the Instructor will be completed at the conclusion of the course.
6. Assignments are due on dates specified unless otherwise announced by the instructor.
7. Late assignments will receive a reduction of 10% for every day late. Early submission of assignments will always be accepted.
8. Attendance to class is expected for each class session. If you cannot attend, email notification prior to class is the responsible actions. There will be a grade deduction for missing 2 or more classes. Missing 4 classes will result in an F for the class.

Attendance and participation

Practice skills are best learned in a face-to-face format, therefore attendance in class is very important in your learning. Students are expected to be on time and in attendance at every class session. Students with perfect attendance to class, ***per the sign-in sheets***, will be given 5 bonus points at the end of the semester. In extreme circumstances an excused absence will be considered if you gain approval from the instructor a minimum of 24 hours prior to the class session. Absences are based on your signature/initial on the sign-in sheets at each class. Tardiness is recorded by the instructor. Attendance and punctuality are factors in your professionalism grade.

Participation

Respectful participation is an integral part of the course. Topics covered in class will encourage constructive discussions. Students are expected to respect the opinions and feelings of other students, the instructor, and others, even if opinions differ from their own. Students are encouraged to keep the NASW Code of Ethics accessible for consultation and in mind while discussing concepts and feelings in preparation for practice.