SWK-S 508 Generalist Theory and Practice (3 cr.)

Course Information

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

Instructor: XXXXX XXXXXXXXX
Office: XXXX
Email: XXXX
Phone: xxxxx
Office Hours: xxxxxxxxxx

Course Description

This course focuses on reciprocal relationships between human behavior and the social environment with selected theoretical perspectives and their associated empirically-based theories, including strengths/empowerment, ecological/systems, behavioral, critical, and developmental perspectives and theories. Learners will use micro interviewing skills to apply these perspectives and theories throughout the planned change process to service diverse client needs and experiences. The integration of theory and practice through the planned change process will be guided by the biopsychosocial and spiritual perspective.

Course Competencies

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

Primary

- Competency 6: Engage with individuals and families

  Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients, including individuals and families (CSWE, 2015, EPAS, p. 8).

- Competency 7: Assess families and individuals

  Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients, including individuals and families (CSWE, 2015, EPAS, p. 9)

- Competency 8: Intervene with individuals and families

  Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients (CSWE, 2015, EPAS, p. 9)

- Competency 9: Evaluate practice with individuals and families

  Social workers understand theories of human behavior and the social environment, and critically evaluate this knowledge in evaluating outcomes (CSWE, 2015, EPAS, p. 9)

Course Objectives

S508-01: Understand how diversity and differences characterize and shape the human experience and are critical to the formation of identity

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S508-02: Engage clients from a learning perspective, acknowledging and treating them as experts of their own experiences

S508-03: Apply knowledge of human behavior and the social environment, person-in-environment, and theoretical perspectives in the analysis and assessment of client systems

S508-04: Use the principles of relationship-building (i.e., micro interviewing skills) to facilitate engagement with client systems

S508-05: Recognize the importance of developing mutually agreed-upon goals and objectives based on client system's challenges, needs, and strengths

Required Texts

Forte, J. A. (2014). An introduction to using theory in social work practice. New York, NY: Routledge.

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2013). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8th ed.). Belmont, CA: Cengage Learning.

Payne, M. (2014). *Modern social work theory* (4th ed.). Chicago, IL: Lyceum Books, Inc.

Course Content

This course trains students to identify, research, apply, and critique perspectives and theories common to social work practice. Opportunities are provided to recognize how theories can be used to understand and intervene with individual, family, and group clientele.

The major evaluation of students' progress in accomplishing the learning objectives of this course is the signature Biopsychosocial/Spiritual Interview and Assessment, which allows you to present how you would use theory to inform assessment, intervention, and termination in a case.

While there will be structured opportunities at the beginning and at the conclusion of this class for your feedback to the instructor, your reactions and suggestions to improve the course will be appreciated at any time.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: An Introduction to Theories

Dates:

Overview

This module provides an introduction to selected theoretical perspectives, including strengths/empowerment, ecological/systems, behavioral, critical, and developmental perspectives and theories.

Assignments

Students will demonstrate their competency for applying knowledge of human behavior and the social environment, person-in-environment, and theoretical perspectives in the analysis and assessment of client systems by completing individual or group assignments and/or participating in discussions. This module will support their demonstration through its assigned readings and other methods of content delivery.

Readings

1. Forte, J. A. (2014) Chapters 1 and 2 from required text
2. Payne, M. (2014) Chapters 1, 2, 3, and 12 from required text; Chapters 6, 7, 9, or 11 from required text, as relevant to theory assigned in group assignments

Group Assignments

1. Theory Paper and Peer Review
2. Theory Presentation

Individual Assignment

1. M1 Readings Quiz: This is a short, true/false and/or multiple-choice quiz based on the readings for Module 1.

Module 2: Foundational Microskills & Interviewing Ethics

Dates:

Overview

This module introduces the planned change process and provides an overview of key foundational microskills—with particular focus on multicultural competency—that are used throughout the process. Information on identifying a preferred style of helping and developing a personal/natural style is provided, as are principles of interviewing ethics.

Assignments

Students will demonstrate their competency for understanding how diversity and differences characterize and shape the human experience and are critical to the formation of identity by completing individual or group assignments and/or participating in discussions. This module will support their demonstration through its assigned readings and other methods of content delivery.

Readings

1. Ivey, Ivey, & Zalaquett (2013) Chapters 1, 2, 3, 4, 6, and 7 from required text
2. Payne, M. (2014) Chapter 14 from required text

3. Kurtz, D., & Marshall, E. Evolution of Interpersonal Skills Training (Canvas)

Individual Assignment
1. M2 Discussion: Ethics & Interviewing:
2. M2 Video Post & Discussion: Attending Behavior & Reflecting Feelings
3. M2 Readings Quiz: This is a short, true/false and/or multiple-choice quiz based on the readings for Module 2.

Module 3: The Planned Change Process Phase 1: Theory and Interviewing Microskills for Engagement

Dates:

Overview
This module introduces the foundational interviewing microskills and theory application tools of the engagement phase of the planned change process.

Assignments
Students will demonstrate their competency for using the principles of relationship-building (i.e., micro interviewing skills) to facilitate engagement with client systems by completing individual or group assignments and/or participating in discussions. This module will support their demonstration through its assigned readings and other methods of content delivery.

Readings
1. Forte, J. A. (2014) Chapter 6 from required text
2. Ivey, Ivey, & Zalaquett (2013) Chapter 8 from required text

Group Assignment
1. M3 Discussion: Theory Application for Engagement

Individual Assignment
1. M3 Application: Matching Theory/Theories and Engagement Styles to a Case

Module 4: The Planned Change Process Phase 2
Theory and Interviewing Microskills for Information Gathering & Assessment Formulation

Dates:

Overview
This module introduces the foundational interviewing microskills and theory application tools of the information gathering and assessment formulation phase of the planned change process.

Assignments
Students will demonstrate their competency for engaging clients from a learning perspective, acknowledging and treating them as experts of their own experiences by completing individual or group assignments and/or participating in discussions. This module will support their demonstration through its assigned readings and other methods of content delivery.

Readings
1. Forte, J. A. (2014) Chapters 7, 8, and 9 from required text

2. Ivey, Ivey, & Zalaquett (2013) Chapter 10 from required text

Group Assignment

1. M4 Discussion: Theory Application for Information-Gathering & Assessment Formulation

Module 5: The Planned Change Process Phases 3 & 4

Theory and Interviewing Microskills for Goal Setting and Intervention

Dates:

Overview

This module introduces the foundational interviewing microskills and theory application tools of the goal setting and intervention phases of the planned change process.

Assignments

Students will demonstrate their competency for recognizing the importance of developing mutually agreed-upon goals and objectives based on client systems' challenges, needs, and strengths by completing individual or group assignments and/or participating in discussions. This module will support their demonstration through its assigned readings and other methods of content delivery.

Readings

1. Forte, J. A. (2014) Chapters 10, 11, and 12 from required text

Group Assignment

1. M5 Application: Interview & Peer Review 1

Module 6: The Planned Change Process Phases 5 & 6

Theory and Interviewing Microskills for Evaluation & Ending

Dates:

Overview

This module introduces the foundational interviewing microskills and theory application tools of the evaluation and ending phases of the planned change process.

Assignments

Students will demonstrate their competency for recognizing the importance of developing mutually agreed-upon goals and objectives based on the client system's challenges, needs, and strengths by completing individual or group assignments and/or participating in discussions. This module will support their demonstration through its assigned readings and other methods of content delivery.

Readings

1. Forte, J. A. (2014) Chapters 13 and 14 from required text

Group Assignment

1. M6 Application: Interview & Peer Review 2

Module 7: Putting it All Together: Signature Assignment
Dates:

Overview

This module ties together the concepts presented throughout the course, i.e., micro interviewing skills, theory, and theory application tools, allowing students to apply them throughout the planned change process to a particular case.

Assignments

Students will demonstrate their competency for each of the course's objectives by completing a biopsychosocial/spiritual assessment and interview within the context of the planned change process.

Individual Assignment

1. M7 Signature Assignment: Biopsychosocial/Spiritual Interview and Assessment

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 a word processor (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

1. Theory Paper & Peer Review (Group Assignment)

   a. DUE: ....
   b. Points: 10

2. Theory Presentation (Group Assignment)

   a. DUE: ....
   b. Points: 10

3. M1 Readings Quiz (Individual Assignment)

   a. DUE: ....
   b. Points: 5

4. M2 Discussion: Ethics & Interviewing (Group Assignment)

   a. DUE: ....
   b. Points: 5

5. M2 Video Post & Discussion: Attending Behavior & Reflecting Feelings (Group Assignment)

   a. DUE: ....
   b. Points: 5

6. M2 Readings Quiz (Individual Assignment)

   a. DUE: ....
   b. Points: 5

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7. M3 Discussion: Theory Application for Engagement (Group Assignment)

    a. DUE: ....

    b. Points: 5

8. M3 Application: Matching Theory/Theories and Engagement Styles to a Case (Individual Assignment)

    a. DUE: ....

    b. Points: 10

9. M4 Discussion: Theory Application for Information-Gathering & Assessment Formulation (Group Assignment)

    a. DUE: ....

    b. Points: 5

10. M5 Application: Interview and Peer Review 1: Practice the First Four Phases of the Planned Change Process (Group Assignment)

    a. DUE: ....

    b. Points: 10

11. M6 Application: Interview & Peer Review 2: Practice the Last Two Phases of the Planned Change Process (Group Assignment)

    a. DUE: ....

    b. Points 10

12. M7 Signature Assignment: My Personal Practice Model

    a. DUE: ....

    b. Points 20

Assignment Details

Theory Paper and Presentation

Students will work in small groups, writing about a major theory/perspective, as assigned by the instructor. Upon submitting their papers, students will conduct a peer review of a different group's paper. Working with the same small group, students will create a narrated PowerPoint presentation for the theory/perspective they wrote about, incorporating peers' feedback from their paper submission, as applicable.

Ethics and Interviewing Case Study

Students will read a case scenario that presents an ethical dilemma. Within their small groups, they will then discuss how they would apply ethical interviewing skills to the case.

Client Video and Discussions

Attending Behavior & Reflecting Feelings: Students will watch a video of a potential client situation. They will then record and post a short video of themselves in which they answer a series of questions about applying specific microskills to the situation. Upon posting their videos, students will watch

those of their peers and substantively reply to two with any reactions and/or analysis or connections that they make based on these posts.

Theory Application for Engagement

Students will demonstrate their understanding of theory application for engagement by discussing a number of questions within a small-group discussion forum.

Matching Theory and Engagement Styles to a Case

Students will write a short 2- to 3-page paper that demonstrates their ability to match engagement styles to a particular case based on individual client needs/problems.

Interview and Peer Review

Interview & Peer Review 1: Practice the First Four Phases of the Planned Change Process: Working in dyads, students will conduct an interview (taking turns at role playing the social worker and the client) in which they incorporate the microskills and theory application tools that they learned about in the first four phases of the planned change process. Upon completing/submitting their interview, students will conduct a peer review of a different classmate's interview process.

Interview & Peer Review 2: Practice the Last Two Phases of the Planned Change Process: Working in the same dyads as the previous module, students will conduct an interview (taking turns at role playing the social worker and the client) in which they incorporate the microskills and theory application tools that they learned about in the last two phases of the planned change process. Upon completing/submitting their interview, students will conduct a peer review of a different classmate's interview process.

Theory Application for Information-Gathering and Assessment Formulation

Students will demonstrate their understanding of theory application for information-gathering and assessment formulation by discussing a number of questions within a small-group discussion forum.

Biopsychosocial/Spiritual Interview and Assessment (Signature Assignment)

Expectations: This assignment measures students' theory knowledge and their ability to apply it in practice to engage and assess individuals/families, based on unique client strengths and challenges, using the appropriate micro interviewing skills within the context of the planned change process. It also measures students' ability to think critically and clearly organize and communicate their thoughts in response to a client case.

Description: For this assignment, students will conduct an interview. The student must demonstrate engagement skills and the ability to successfully conduct an assessment interview. The student will write a paper connecting theory and skill usage to the planned change process.

Questions for the paper:

- Assess your own skills as an interviewer and discuss your strengths and challenges in conducting an interview.
- What strategies did you use to engage the client and develop rapport?
- How was engagement informed by your theoretical perspective?
- Complete an ecomap and a genogram of the person.

- Describe strengths and challenges for the client from a biological, psychological, social and spiritual perspective. Take into account the client's unique developmental/life stage issues.
- Discuss how the following theoretical perspectives influence your understanding of the person: strengths/empowerment, ecological/systems, and critical perspectives.
- Identify a potential presenting problem (client may have on or may hypothesize a common struggle) and potential treatment goals or directions for future work with this client and how the above perspectives will influence these interventions.
- Using intervention research studies identify how theory has been applied to your client's presenting problem.

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.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

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 MSW 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 graduate 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 MSW 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 graduate 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 MSW 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 graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW 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 MSW 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. <u>If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late.</u> IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. <u>Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.</u>