



SWK-S 636 Social Work Practice with Involuntary Populations (3 cr.)

Course Information

Semester Year: Spring 2017
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

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

Course Description

This course is designed to teach strategies and skills for working with families impacted by the challenges of addictions, domestic violence and mental illness. Building upon knowledge of assessment and intervention with diagnosed mental illnesses, students will analyze the relationships between and among the social problems of addictions, mental illness and domestic violence in relation to socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. The class will provide students with the opportunities to describe and demonstrate a theoretical understanding of both the dynamics of being an involuntary client and the legal and ethical dilemmas that abound for social work practitioners working with them. The class will provide students with the opportunities to describe and analyze power differentials between the client and worker, as well as, devise, assess and implement strategies to minimize the behaviors that have been identified as “resistance”. The class will provide students with the opportunities to demonstrate knowledge, skills, judgment, sensitivity, and self-awareness necessary to resolve the challenges of social work practice with involuntary populations when utilizing strengths-based, empowerment and eco-systems perspectives.

The class will provide students with the opportunities to develop social work practice knowledge and apply the appropriate preventions and interventions of selected addictions, with an emphasis on screening. This course will also allow students to assemble the basic theoretical perspectives on domestic violence and apply best practices with families experiencing domestic violence. In addition, students will compare the relationship between addictions, mental illness and domestic violence within the public child welfare, mental health and correctional systems.

Instructional methodology includes didactic presentations with an emphasis on experiential style of teaching. This is a participatory class and students will be expected to participate in class discussions, field trips, role plays, case presentations and simulated exercises. Active involvement enhances the learning experience by providing the opportunity to learn from each other as well as from the professor.

Course Competencies

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

Primary

- 1: Demonstrate Ethical and Professional Behavior



Establish and maintain professional roles and boundaries with multiple constituencies in children, youth and families practice (e.g. using discretion in speaking with clients and professional colleagues, appropriate self-disclosure, dual relationships, as well as writing, speaking and dressing in a professional manner).

Integrate constructive feedback to enhance practice with children, youth, families, groups, organizations, communities and professional colleagues.

Demonstrate communication skills and strategies in practicing with children, youth, families, groups, organizations and/or communities

- 2: Engage Diversity and Difference in Practice

Intervene collaboratively with oppressed populations and/or diverse groups in a culturally sensitive and strengths-based manner.

Negotiate, mediate and/or advocate for children, youth, families, groups, organizations and communities to address oppression and discrimination at the individual and system levels.

Identify personal biases and values while working with diverse clients and constituents and apply self-regulation methods.

- 3: Advance Human Rights and Social, Economic, and Environmental Justice

Analyze the social structures, values and patterns of privilege and power that create disproportionality in systems that serve children, youth and families and incorporate this knowledge in practice.

Assess the community context to determine how current service delivery systems are meeting the needs of children, youth and families and identify any gaps in services. Recommend interventions to address the unmet needs

Secondary

- 4: Engage In Practice-informed Research and Research-informed Practice

Integrate multiple sources of research-informed intervention strategies in work with children, youth, and families.

- 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Apply social work perspectives, theories, and models to guide engagement with children, youth, families, groups, organizations, and communities.

Establish meaningful, culturally sensitive and relevant professional relationships with children, youth, families, groups, organizations, and communities.

- 7: Assess Individuals, Families, Groups, Organizations, and Communities

Apply social work perspectives, theories, and models to guide assessments with children, youth, families, groups, organizations, and communities.

Assess clients' strengths, protective and risk factors, and needs.

- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities



Apply social work perspectives, theories, and models to guide interventions with children, youth, families, groups, organizations, and communities.

Collaboratively develop goals/objectives with children, youth, families, groups, organizations, or communities.

Select and implement empirically-based intervention strategies for children, youth, families, groups, organizations, and communities.

Facilitate transitions and endings in working with children, youth, families, groups, organizations, and communities.

- 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Apply social work perspectives, theories, and models to guide evaluation of practice with children, youth, families, groups, organizations, and communities.

Conduct practice evaluation on interventions with children, youth, families, groups, organizations, and/or communities, disseminate results, and apply findings to improve practice.

Course Objectives

- 636-01:** Critically reflect on personal beliefs, stereotypes, biases, and prejudices in social work practice with a range of involuntary populations, within the context of professional values and ethics. Evaluate and apply research literature related to social work practice.
- 636-02:** Analyze the relationship between oppression and involuntary status, including people of color, women, LGBTQ and other populations at risk, as well as those groups distinguished by age, ethnicity, culture, class, religion, region and physical or mental ability.
- 636-03:** Describe and apply the dynamics of power and other dynamics related to involuntary participation in social services.
- 636-04:** Evaluate research methods for potential biases or limitations related to diverse and oppressed populations.
- 636-05:** Describe, apply and analyze a range of ethical and legal issues involved in social work practice with involuntary populations in the service delivery systems.
- 636-06:** Describe and apply an understanding of the complex interplay of biological, genetic, psychological, social, and cultural forces involved in addiction processes and identify the unique characteristics and practice needs of families impacted by addiction.
- 636-07:** Identify research-informed practice to engage, screen/assess and intervene with involuntary clients, including individual, family and group practice modalities.
- 636-08:** Evaluate the effectiveness of practice interventions with involuntary clients, including individual, family and group practice modalities.

Required Texts

Rooney, R.H. (2009). *Strategies for work with involuntary clients* (2nd ed.). New York, NY: Columbia University Press.

Trotter, C. (2006). *Working with involuntary clients: A guide to practice*. London: Sage Publications.



Course Content

The class will provide students with the opportunities to describe and analyze power differentials between the client and worker, as well as, devise, assess and implement strategies to minimize the behaviors that have been identified as “resistance”. The class will provide students with the opportunities to demonstrate knowledge, skills, judgment, sensitivity, and self-awareness necessary to resolve the challenges of social work practice with involuntary populations when utilizing strengths-based, empowerment and eco-systems perspectives.

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Instructional methodology includes didactic presentations with an emphasis on experiential style of teaching. This is a participatory class and students will be expected to participate in class discussions, field trips, role plays, case presentations and simulated exercises. Active involvement enhances the learning experience by providing the opportunity to learn from each other as well as from the professor.

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

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 (Files).

Course Outline

Note: The following course schedule and procedures are subject to change in the event of extenuating circumstances and at the discretion of the instructor.

Module 1: Course Orientation

Dates:

Overview

- A. Course orientation and syllabus review
- B. DEAL model for reflection – expectations
- C. Self-reflection and self-awareness
- D. Power and powerlessness



Assignments

Readings

1. Payne, Chapter 11, Modern Social Work Theory (Canvas)
2. Hancock, Waites & Kledaras Article (Canvas)
3. Pinderhughes table of feelings (Canvas)

Module 2: Who are involuntary populations?

Dates: January 17, 2018

Overview

- A. Identifying one's learning modality
- B. Defining involuntary and non-voluntary populations
- C. Create a client profile of mandated and non-voluntary client
- D. Video: Rooney, group discussions and identification of worker. Client feelings, hopes and actions

Assignments

Readings

1. Rooney, Chapters 1 and 15
2. Trotter, Chapter 1

Module 3: Theoretical bases for practice

Dates: January 24, 2018

Overview

- A. The Stages of Change Theoretical Model –Prochaska Video
- B. Reactance theory and Strategic Self Presentation

Assignments

Readings

1. Trotter, Chapter 1
2. Rooney, Chapters 4 and 5

Individual Assignment

1. Read Payne, Chapter 11, Empowerment and Advocacy and T. Hancock, et. al, article, Facing Structural Inequality on Canvas. Think of a current or past client with whom the student is/has interacted. Write a 5-8 page reflection paper, using the APA format. Address the following concepts:
 - Describe the power relationship between you and a client system (individual, family, and group). (Why are/were you interacting, roles, relevant presenting issues, description of client, etc.) Explain the oppression that you perceive the client faces, your sense of professional responsibility to the client and how might your location/membership/role in a social group or society be oppressing the client.
 - Describe how the relationship is impacted by the environment (systems), status in society, your personal values and/or agency and social policies.



- Describe how your client perceives power and responds to the lack of it. Describe specific behaviors exhibited by the client.
- Identify at least four (2-4) specific empowerment strategies to utilize with client/family/group. Implement them and record the results, responses, outcomes, if possible, or project the potential results, etc.
- State which group in the Hancock study best describes you and why. This due January 24 and is worth 15 points.

Module 4: Skills for Engagement

Dates: January, 31 2018

Overview

- A. The dual role, role clarification and pro-social modeling
- B. The ethical and legal basis

Assignments

Readings

1. Rooney, Chapter 2
2. Trotter, Chapter 3-4

Module 5: Mental Illness and Involuntary Status

Dates: February 7, 2018

Overview

- A. Guest Speaker mental illness and involuntary status

Assignments

Readings

1. Sullivan et al in canvas

Module 6: Understanding Substance Abuse

Dates: February 14, 2018

Overview

- A. Epidemiology/Etiology of Alcohol Abuse NIAAA (National Institute on Alcohol Abuse and Alcoholism)
- B. Guest speaker on alcohol and substance use from Fairbanks Hospital

Assignments

Readings

1. Review of NIAA PowerPoints (Canvas)
2. Rooney, Chapter 10

Module 7: Screening/Assessment Tools

Dates: February 21, 2018

Overview

- A. Review of screening tools for Alcoholism



Assignments

Readings

1. NIAAA PowerPoints
2. Rooney, Chapter 10

Module 8: Domestic Violence

Dates: February 28, 2018

Overview

- A. Guest speaker for Batterers Program

Assignments

Readings

1. Rooney, Chapter 12

Module 9: Intervention

Dates: March 7, 2018

Overview

- A. Problem solving model
- B. Confrontation skills

Assignments

Readings

1. Rooney, Chapter 6 and 7
2. Trotter, Chapter 5
3. Forster, et al, 2008

Spring Break March 14, 2018

Module 10: Motivational Interviewing

Dates: March 21, 2018

Overview

- A. Motivational Interviewing process video

Assignments

Readings

1. Handout in the classroom, motivational interviewing and the stages of change

Individual assignment

1. Visit Alcoholic Anonymous (AA) group or a Narcotics Anonymous group. Write a 5-8 page DEAL reflection paper. The reflection paper will require the student to utilize the DEAL model to reflect your feelings, self-awareness and CRITICAL ANALYSIS of the readings or observations, emotions, thoughts and experiences - in light of the experience. Refer to page 12 of this syllabus for details on how to use the DEAL model. **(15 points)** Due March 21, 2018



Module 11:

Dates: March 28, 2018

SITE VISIT to WOMEN'S PRISON

Module 12:

Dates: April 4, 2018

Overview- Student Prison Reflections due

Assignments

Individual Assignment

Visit the Indiana Women's Prison with the class. The visit will include a tour, explanation of a variety of programs with the incarcerated women and a question/answer session with the women and administrators. Prepare a presentation for the class that reflects on the experience by expressing your gut level feelings. Use your learning modality that was identified in an earlier class. The reflection may be in the form of a poem, short story, colorful picture, theatrical performance, rap, commercial, song, etc. Include a minimum of 5 concepts from the Rooney, Trotter or Miller texts about social work practice with involuntary clients. The concept of "reactance" (to freedoms lost by yourself and the women) must be included as one of the concepts. It should also state whether the experience has increased your empathy toward involuntary clients. Provide a reference page. The presentation should be no longer than 5/15 minutes. If the five concepts are not clearly delineated in the reflection, write up a summary page and submit to the instructor and classmates. This exercise will be an opportunity to utilize a different communication style, since our clients will have a variety of learning/communication styles. Due April 4, 2018 (15 points)

Module 13:

Dates: April 11, 2018

Overview- Racial and gender differences in substance abuse

- A. Lecture
- B. Take home exam distributed in class

Readings

1. Miller chapter on canvas

Module 14:

Dates: April 18, 2018

Overview -Domestic Violence and addictions presentations due

Assignments

Students are required to make a brief (10/15 minutes only) presentation using a poster OR a PowerPoint or Prezi. The presentation should demonstrate their knowledge of domestic violence and addictions concepts and how they are interrelated. (Choose one: alcohol, anti-depressants, barbiturates, heroin, opium, perfectionism, nicotine, marijuana, masochism, pornography, religion, sedatives, shopping, sex, gambling, steroids, valium, and voyeurism). Further, the presentation will require that the student present an overview of a concept/intervention in detail, the evidence that



supports its effectiveness with a specific client system (individual, family, group) in the practice, a specific example of how it was utilized in practice (or could be utilized). This activity may require the student to do additional research beyond the course reading on specific concepts and interventions, as well as, some basic practice evaluation (from your research course to identify how/whether the intervention was effective, 15 points. Due April 18, 2018

Module 15:

Dates: April 25, 2018

Overview

- A. Work with involuntary groups and families

Assignments

Readings

- A. Rooney, Chapter 8 and 9
- B. Trotter Chapter 7

Module 16:

Dates: May 2, 2018

Overview - Wrap Up

- A. Class participation due
- B. Exam due

Assignments

1. Social work is professional curricula and attendance is mandatory (on time & all sessions). Each class is essential to building your knowledge as a practitioner. You are expected to attend class unless there are dire and unavoidable circumstances. Students who miss a class due to illness are required to complete one additional DEAL Reflection Paper on the missed material or lose 4 points. One point will be subtracted for each absence from class. Students with more than one absence can expect to lose additional points and/or drop a grade and/or fail the course. If a class must be missed, please let the instructor know ASAP. As part of your participation grade, you are expected to come to class on time, prepared, having completed the readings, and participate in the class discussion and exercises. Participation is to be professional and inclusive of other colleagues. Professionalism demonstrated in class is evaluated as follows: Overall evaluation of class participation will take into account the manner and extent to which a student: a) attends regularly and is on-time; b) is prepared for the class discussion; c) shares experiences, viewpoints, and reactions; d) raises relevant questions and issues; e) participates in analysis of practices under discussion; and f) gives and uses feedback constructively. Professional class participation is essential. You are to complete a self-evaluation of professionalism using the guidelines above and including a final statement of number of points awarded. Students may be required to lead the discussion in the class. Students will be chosen on a random basis and should be prepared for every class, 15 points. Due May 2, 2018
2. Students are required to complete an exam. Students should give detailed answers to the questions. The exam will be a take-home, essay test that covers several of the required



readings. Students should clearly identify the question under discussion with a heading, 8-10 pages, APA format, and 25 points. Due May 2, 2018.

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. (Normal)

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.) (Normal)

Assignments

1. Power, oppression dynamic reflection
 - a. DUE:date
 - b. Points value:15
2. Take home Exam – theories/perspectives/concepts for understanding involuntary client
 - a. DUE:date
 - b. Points value:.....25
3. Indiana Women’s Prison Tour and reflection
 - a. DUE:date
 - b. Points value:.....15
4. AA/NA Meeting Reflection
 - c. DUE:date
 - d. Points value:.....15
5. Participation in class activities
 - a. DUE:date
 - b. Points value:.....15
6. Domestic violence presentation
 - a. DUE:date
 - b. Points value:15

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



Extra Credit: There are no extra credit assignments or tasks. No rewrites of previously evaluated material are accepted, except at the discretion of the instructor. If rewrites are allowed or required, full points will not be awarded.

Learning/Instructor Practices: This course will include a variety of teaching methods including didactic lecture, group presentations, videos and written reflection on materials. The syllabus is subject to change at the instructor's discretion.



Appendix: DEAL: A 3-Step Model for REFLECTION

NOTE: Reflection is NOT the same as DESCRIPTION although description is a good FIRST step in reflection.

STEP ONE: DESCRIBE (in fair detail, who, what, where, when and as objectively as possible) ... the experience, the activity, the video, the lecture, the reading, about which you are reflecting upon. Consider your gut level feelings, your values and your basic knowledge, prior to, during and after your experience.

A good prompt would be:

As preparation for this reflection, I ... (read this book or article, watched a video, considered my previous work experience, observed a role play, volunteered at this agency, etc.) Describe the experience. It is appropriate (even desirable) to have multiple experiences that you describe here, including your PREVIOUS experiences with the issue on which you plan to focus in Step Two.

STEP TWO: EXAMINE the experience discussed above in light of the content studied in this course. Choose ONE particular theoretical construct or issue (don't forget to cite it properly!) to focus in on more detail, in light of your past, present or future practice activities. Consider your gut level feelings, your values and your basic knowledge as you further clarify the concept and what it means for you.

STEP THREE: ARTICULATE LEARNING from the two steps above. Answer the three questions below:

- What did I learn (about myself as a social worker or about clients, colleagues, communities, agencies, etc.)?
- Why is this learning important for me as a developing social worker?
- What will I do in my future practice (SPECIFICALLY), in light of this learning?

Make sure that you use your best critical thinking skills in your writing (*see [The Foundation for Critical Thinking](#)).

Ash, S.L., & Clayton, P.H. (2004). The articulated learning: An approach to guided reflection and assessment. *Innovative Higher Education*, 29(2), 147-174.

Model modified for social work by Lisa E. McGuire, Ph. D. (lmcguir@iupui.edu) & Kathy Lay, Ph.D. (kalay@iupui.edu)