

Syllabus for
SWK 331--Social Work Practice I
3 Credit hours
Fall 2001

I. COURSE DESCRIPTION

Serves as the initial social work practice course and is designed to develop the basic values, concepts, and skills for generalist social work practice. Knowledge of problem-solving methodologies within a systems perspective along with the various stages in the generalist process provides the basic theoretical grounding for the course.

Prerequisites--SWK 202--Introduction to Social Work and admission into the professional social work degree program. Corequisites--SWK 332--Social Work Practice II, SWK 341--Practicum I. The course should be taken with SWK 332 and SWK 341 during the fall semester of the junior year.

II. COURSE GOAL

Practice I has the goal for the student to learn and apply social work values, concepts, and skills of generalist social work practice. Focal areas include resolution of value and ethical dilemmas, assessment and intervention skills, ecosystem and client strengths perspectives, and cross-cultural applications.

III. COURSE OBJECTIVES

Objectives for the course are as follows. Each student will be able to do the following:

- A. articulate generalist social work practice; (week 1).
- B. discuss social work values including the NASW Code of Ethics; (week 1).
- C. explain the ecosystems and human systems perspectives; (week 2).
- D. articulate the strengths perspective (individual, community, cultural) and its relationship to client empowerment; (week 3).
- E. describe the generalist perspective of empowerment through the practice phases of dialogue, discovery, development, and implementation; (week 4).
- F. distinguish the professional practice principles of acceptance, individualization, nonjudgementalism, objectivity, self-determination, access to resources, confidentiality, and accountability; (week 5).
- G. appropriate the use of self, self-awareness, cultural identity, separating personal and professional issues, and self-inventory; (week 5).
- H. recognize client values, skills, knowledge, and expectations; (week 5).
- I. describe the worker-client partnership in terms of genuineness, acceptance and respect, trustworthiness, empathy, and cultural sensitivity; (week 6).

- J. discuss building empowering partnerships with the powerless, oppressed, and involuntary clients; (week 6).
- K. appropriate verbal and nonverbal communication processes with client systems; (week 7).
- L. search for individual, multiperson, and cultural strengths, solutions, and exceptions focus; (week 8).
- M. recognize client goals, motivation, and setting priorities, and taking priority actions (week 9).
- N. appropriate assessment from an ecosystems framework utilizing relevant tools of assessment (eco-maps, genograms, social histories); (week 10).
- O. analyze resources for client systems; (week 11).
- P. implement planning for solutions, goal setting, prioritization, constructing action plans, delineating tasks and responsibilities, and forming contracts; (week 12).
- Q. describe generalist intervention skills for empowering client systems, expanding resources, social action, and advocacy; (weeks 13-14).
- R. appropriate practice evaluation, outcome assessment, and research processes; (week 15).
- S. discuss cross-cultural curative factors along with principles for working with selected cultural groups from Cross-Cultural Practice: Social Work With Diverse Populations, by Harper and Lantz; (weeks 7-15).
- T. apply the NASW Code of Ethics and the Ethical Principles Screen from Ethical Decisions for Social Work Practice, by Loewenberg and Dolgoff, to selected case examples (Ethical Decisions Paper); (week 7).
- U. utilize the process of simulated role-play to practice the principles of communication, assessment, priority planning, goal setting, contract formulation, intervention, and evaluation and develop a written report (Client Assessment Paper); (week 13).
- V. design an instrument (Self-Practice Evaluation) to assess practice with simulated client; (week 15).

IV. TEXTBOOKS

- A. Congress, E. (1999). Social work values and ethics. Chicago, IL: Nelson-Hall
- B. Leigh, James W. (1998). Communicating for cultural confidence. Boston: Allyn and Bacon.
- C. Locke, B., Garrison, R. and Winship, J. (1998). Generalist social work practice. Pacific Grove, CA: Brooks/Cole.

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
 - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University.

2. Double cuts will be assessed for absences immediately preceding or following breaks or holidays.
 3. Excessive absences can reduce a student's grade or deny credit for the course.
 4. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it be in the form of print, video, multimedia, or computer software.
 5. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
 6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- B. Course Policies and Procedures
1. Evaluation Procedures
 - a. The student's evaluation is based on the following

Client Assessment Paper	150
Ethical Decisions Paper	100
Self-Practice Evaluation	50
Exams (4 X 100 each)	400
Pop Tests (10 at 10 points each)	<u>100</u>
TOTAL	800
 - b. The following grade scale applies

A	720-800
B	640-719
C	560-639
D	480-559
F	0-479
 - c. Papers are due on their respective due dates. Late papers are assessed five (5) points per day penalty.
 2. Other Policies and Procedures
 - a. Client Assessment Paper—Each student (1) plays the role of a simulated client and (2) plays the role of a social worker assigned to work with the simulated client. The worker meets with the client a sufficient number of times to write an assessment (including client strengths) according to the assessment format passed out in class. The paper is 6-10 typewritten pages double-spaced.
 - b. Self-Practice Evaluation—Each student designs and applies a self-practice evaluation process to the role-play assignment for the Client Assessment Paper. The process involves the student social worker designing a procedure (i.e., instrument) to receive feedback on his or her practice performance from the simulated client.
 - c. Ethical Decisions Paper—Students are given ethical dilemmas to which they will apply the NASW Code of Ethics and the Ethical Principles Screen from Ethical Decisions for Social Work Practice by Loewenberg and Dolgoff.
 - d. Exams--Four (4) exams are given for 100 points each. Exams are essay in format.
 - e. Missed Exams—All missed exams must be made up by the end of the week following the originally scheduled exam.
 - f. Excused misses—No fees or points are deducted for legitimate excuses from administration, physician, nurse, or professional counselor.
 - g. Unexcused misses—The makeup exam must be processed on the appropriate form with payment of late fee prior to taking the exam.

- h. Pop quizzes are given throughout the term. Students are expected to have read assigned material before the class for which they are due. Missed quizzes are not made up. The 10 top quizzes are taken.
- i. Cheating/Plagiarism—Students suspected of cheating receive no points for that exam or quiz with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University. Any student suspected of plagiarism receives no points for that written assignment with no opportunity for a makeup. Additionally, he or she will face possible disciplinary action by the University. All appeals to the contrary must be typed and copies submitted to the chairperson of the department and to the instructor.
- j. Changes—Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.
- k. Office Hours—Office hours are announced in class. If the student cannot make the hours, see the instructor after class or leave a message on voice mail with contact times. An appointment can be arranged.
- l. Students are expected to attend classes and to participate in class activities and discussion. Consequently, good attendance is rewarded by adding five points to the student's final score if he or she has no unexcused absences.
- m. The student who has one-to-two unexcused absences receives no point penalties. The student who has more than two unexcused absences receives a five-point deduction from his or her final score for each absence beyond two.
- n. Three tardies are treated as one unexcused absence.

VI. COURSE CALENDAR

A. Week 1

- 1. Assignments Due-Miley: Chapter 1
Loewenberg: Chapters 1 and 2
- 2. Activities - Lecture/discussion
- 3. Topics
 - a. Generalist practice; social work values, including the NASW Code of Ethics; social work functions and roles; knowledge base of social work practice.
 - b. Professional ethics; law and ethics

B. Week 2

- 1. Assignments Due-Miley: Chapter 2
Loewenberg: Chapters 3 and 4
- 2. Activities - Lecture/discussion
- 3. Topics
 - a. Ecosystems view; human systems
 - b. Ethical decision making; confidentiality

C. Week 3

- 1. Assignments Due-Miley: Chapter 3
Loewenberg: Chapters 5 and 6
- 2. Activities - Lecture/discussion
- 3. Topics

- a. Strengths perspective; empowerment; collaboration and partnership; competence in practice
 - b. Client rights; neutrality v. imposing values
- D. Week 4
 - 1. Assignments Due-Miley: Chapter 4
Loewenberg: Chapters 7 and 8
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Developing a generalist perspective; empowering process in the phases of dialogue; discovery and development; implementing an empowerment approach.
 - b. Equality; racism; limits of professional relationship
 - c. Exam 1 over Miley: Chapters 1-4; Loewenberg: Chapters 1-8
- E. Week 5
 - 1. Assignments Due-Miley: Chapter 5
Loewenberg: Chapters 9 and 10
 - 2. Activities - Lecture/Discussion
 - 3. Topics
 - a. Professional practice principles
 - (1) acceptance
 - (2) individualization
 - (3) nonjudgmentalism
 - (4) objectivity
 - (5) self-determination
 - (6) access to resources
 - (7) confidentiality
 - (8) accountability
 - b. Personal resources
Use of self, self-awareness, cultural identity, separating personal and professional issues, self-inventory
 - c. Client resources
Values, skills, knowledge, expectations
 - d. Handout - Principles of the Casework Relationship by Felix Biestek.
 - e. Relations with colleagues, private practice ethics
- F. Week 6
 - 1. Assignments Due-Miley: Chapter 6
Loewenberg: Chapters 11 and 12
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Social worker--client partnership; making initial contacts; personal qualities in professional partnerships (genuineness, acceptance and respect, trustworthiness, empathy, cultural sensitivity).
 - b. Constructing empowering partnerships with the powerless, oppressed, and involuntary
 - c. Confidentiality issues
 - d. Discuss making ethical decisions by Loewenberg and Dolgoff
 - e. Technology; managed care

- G. Week 7
1. Assignments Due-Miley: Chapter 7
Harper: Chapter 1
Ethical Decisions Paper
 2. Activities - Lecture/discussion
 3. Topics
 - a. Communication processes (verbal and nonverbal); listening and responding; response continuum (from silence to questioning); responding to feelings; responding to client anger, silence, questions, feedback.
 - b. Cross-cultural curative factors
 - c. Ethical Decisions Paper due.
- H. Week 8
1. Assignments Due-Miley: Chapter 8
Harper: Chapter 2
 2. Activities - Lecture/discussion
 3. Topics
 - a. Defining and looking for strengths; individual and multiperson strengths; solution-focused dialogue, looking for exceptions.
 - b. Cultural strengths; strengths in surviving adversity, oppression, and violence.
 - c. Handout - Strengths Focus of Brief Therapy
 - d. Native American clients
- I. Week 9
1. Assignments Due-Miley: Chapter 9
Harper: Chapter
 2. Activities - Lecture/discussion
 3. Topics
 - a. Client goals; motivation; setting priorities; the evolving contract; taking priority actions (trauma, suicide threats, threats to harm, child abuse, violence)
 - b. African American clients
 - c. Exam 2 over Miley - Chapters 5-9; Harper- 1-3
- J. Week 10
1. Assignments Due-Miley: Chapter 10
Harper: Chapters 4-5
 2. Activities - Lecture/discussion
 3. Topics
 - a. Assessment from an ecosystems framework; assessment tools (i.e., eco-maps, genograms, social histories); utilizing other professionals; making observations; providing feedback.
 - b. Handout - Assessment Instruments
 - c. Hispanic clients; Asian clients
- K. Week 11
1. Assignments Due-Miley, Chapter 11
Harper: Chapters 6-7
 2. Activities - Lecture/discussion
 3. Topics

- a. Analysis of resources, structures, interactions, cultures, physical environments, psychosocial processes; collaboration with clients and colleagues.
 - b. Note taking; recording; ethical and legal issues in recordkeeping.
 - c. Migrating clients; Appalachian clients
- L. Week 12
 - 1. Assignments Due-Miley: Chapter 12
Harper: Chapters 8-9
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Client and worker planning for solutions; planning in multiperson systems; setting goals; translating problems into outcomes, goals into objectives; prioritizing objectives; constructing action plans; delineating tasks and responsibilities; forming contracts
 - b. Vietnam Veteran clients; Traumatized clients
 - c. Exam No. 3 Miley - Chapters 10-12; Harper-Chapters 4-9
- M. Week 13
 - 1. Assignments Due-Miley: Chapter 13
Harper: Chapter 10
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Applying generalist intervention skills; encouraging participation; sustaining motivation; creating alliances (i.e., social support); developing power (promoting leadership, choices, options); changing thinking and behavior (including interpersonal skills, influencing, teaching, trying new behaviors).
 - b. Gay and Lesbian clients
 - c. Client Assessment Paper due.
- N. Week 14
 - 1. Assignments Due-Miley: Chapter 14
Harper: Chapter 11
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. Empowerment (i.e., expanding opportunities); enhancing social service delivery (case management, maximizing client rights); expanding resources (identifying shortages, mobilizing resources, developing resources); social action and advocacy; legislative advocacy (i.e., lobbying, testimony); professional resource development.
 - b. Women clients
- O. Week 15
 - 1. Assignments Due-Miley: Chapters 15-16.
Harper: Chapter 12
 - 2. Activities - Lecture/discussion
 - 3. Topics
 - a. evaluation; integrating practice and research; outcome assessment; research process and designs (i.e., single system)
 - b. Integrating gains; preparing for resolution; referral; dealing with client withdrawal; client death; stabilizing change in organizations and communities.

- c. Self-Practice Evaluation due.
- d. Elderly clients

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Endicott, L.
Name of Instructor

MISSION

The lifestyle at ORU is rooted in the word “Wholeness.” ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body.

General Outcomes

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision-Making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

SWK 331
Course #

MAJOR OUTCOMES

1. Apply HBSE theory, life-span developmental theory, and an ecosystems perspective in assessing client systems.
2. Demonstrate an awareness of social class, socioeconomic status, culture, social values, age, sex, sexual orientation, race, disablement, and oppression on client systems.
3. Demonstrate an understanding of generalist social work practice along with relevant roles and functions.
4. Commit to the professional values of social work (including NASW code of ethics).
5. Evaluate ethical issues and make ethical decisions relative to the practice of social work.
6. Demonstrate using generalist practice skills.
7. Apply procedures to assess self-practice.

SWK Practice I
Title of Course

COURSE GOALS

1. Provide the student the opportunity to learn and grow in the basic values concepts, and skills of generalist social work practice.
2. Develop skills in the areas of interaction aspects of practice, resolution of value and ethical dilemmas, and application of problem-solving within a systems approach of various client situations.

Behavioral Sciences
Name of Department

ASSESSMENT OF COURSE OUTCOME

STIMULI

1. Client assessment.
2. Paper.
3. Simulation.
4. Self-Practice.
5. Evaluation.
6. Ethical Decision.

CRITERIA

1. Reading assignments.
2. Class discussion.
3. Examination.
4. Writing three papers: client assessment, self-practice evaluation, ethical decision.
5. Handouts.